

**IMPLEMENTATION OF SCHOOL SOCIAL RESPONSIBILITY (SSR) IN
SMA NEGERI 2 BANGUNTAPAN AND SMA NEGERI 1 JETIS
KABUPATEN BANTUL**

UNDERGRADUATE THESIS

This Undergraduate Thesis is submitted in partial fulfilment of the requirements
to obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



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**ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
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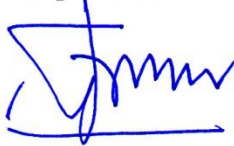
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had been approved and validated on January 30th, 2017
To be defended in the front of Board of Examiners
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VALIDATION




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Had been defended in front of Board of Examiners on February 13th, 2017
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BOARD OF EXAMINERS

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KABUPATEN BANTUL

Hereby I declare that this undergraduate thesis is my own original work.
According to my knowledge, there is no work or opinion written or published by
others, except as reference or citation by following the prevalent procedure of
scientific writing.

Yogyakarta, January 30th, 2017



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MOTTO

“The best of human beings are useful for others”

(HR. Ahmad)

“Seeing much, suffering much, and studying much, are the three pillars of learning”

(Benjamin Disraeli)

“If we face our task with the resolution to solve them, who shall say that anything is impossible”

(Wilfred Grenfell)

DEDICATIONS

All praise be to Allah SWT, the Almighty, the Merciful, and the Owner of the universe who has blessed me with beautiful things in my life. Prayers and greetings is always devoted to the great prophet Rasulullah Muhammad SAW. This simple work is dedicated to:

- My lovely parents, Mom and Dad, Supardal and Meinarsih, who always support every step of mine with their prayers.
- My beloved sister, Endah Parastuti, who always give me support in everything.
- My best friends, Arif, Lindha, Amel, Rini, and Nurma, who always support and help me in every moment.
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**IMPLEMENTATION OF SCHOOL SOCIAL RESPONSIBILITY (SSR) IN
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ABSTRACT

This research aimed at knowing the implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul.

This research was a quantitative descriptive research that describe the condition as well as a phenomenon of an object accompanied by statistical data through the sample. Quantitative approach was used to measure the level of implementation of School Social Responsibility. The research samples were teachers and employees of SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis. Data collected through questionnaires distribution and were analyzed using quantitative descriptive method.

The research results showed: (1) The level of Environmental Awareness of SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis had a tendency in strong category; (2) The level of Environmental Involvement of SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis had a tendency in very strong category; (3) The level of Environmental Reporting of SMA Negeri 2 Banguntapan had a tendency in strong category, and SMA Negeri 1 Jetis had a tendency in very strong category; (4) The level of Environmental Auditing SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis had a tendency in strong category.

Keywords: School Social Responsibility, SMA, Environmental Awareness, Environmental Involvement, Environmental Reporting, Environmental Auditing

**IMPLEMENTASI SCHOOL SOCIAL RESPONSIBILITY (SSR) DI
SMA NEGERI 2 BANGUNTAPAN DAN SMA NEGERI 1 JETIS
KABUPATEN BANTUL**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui implementasi School Social Responsibility (SSR) di SMA Negeri 2 Banguntapan dan SMA Negeri 1 Jetis Kabupaten Bantul.

Penelitian ini merupakan penelitian deskriptif kuantitatif yang menggambarkan keadaan serta fenomena dari suatu objek disertai data statistik melalui data sampel. Pendekatan kuantitatif digunakan untuk mendapatkan besarnya tingkat implementasi School Social Responsibility. Sampel penelitian adalah guru dan karyawan SMA Negeri 2 Banguntapan dan SMA Negeri 1 Jetis. Teknik pengumpulan data menggunakan kuesioner. Data yang diperoleh dianalisis secara deskriptif kuantitatif.

Hasil penelitian menunjukkan bahwa (1) Tingkat Kepedulian Lingkungan SMA Negeri 2 Banguntapan dan SMA Negeri 1 Jetis pada kecenderungan kategori tinggi; (2) Tingkat Keterlibatan Lingkungan SMA Negeri 2 Banguntapan dan SMA Negeri 1 Jetis pada kecenderungan kategori sangat tinggi; (3) Tingkat Pelaporan Lingkungan SMA Negeri 2 Banguntapan pada kecenderungan kategori tinggi, dan SMA Negeri 1 Jetis pada kecenderungan kategori sangat tinggi; (4) Tingkat Audit Lingkungan SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis pada kecenderungan kategori tinggi.

Kata Kunci: School Social Responsibility, SMA, Kepedulian Lingkungan, Keterlibatan Lingkungan, Pelaporan Lingkungan, Audit Lingkungan

FOREWORD

First of all, I would like to thank Allah SWT the Almighty that has given me bless, mercy, and guidance so this undergraduate thesis entitled “Implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul” can be finished. I realize that it would not have been possible without the support of many people. Therefore, I would like to express my deepest gratitude to the following:

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The researcher hope that their kindness get a better reward by Allah SWT. Finally, researcher hope that this work will be usefull for the readers.

Yogyakarta, January 30th, 2017

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CHAPTER I INTRODUCTION

A. Problem Background

Social responsibility is divided into three aspects, namely social, educational, and environmental. Concern for the community has been widely applied, such as by providing assistance to those who are in need, raising funds for the citizens affected by the disaster, and help in rescue. In terms of education, social responsibility can be done by teachers volunteer, providing donations of books and stationery, or by opening the village library. many people who consider education as an important thing, so many people who support the implementation of education. The government has also given a lot of scholarships to children who can not afford to continue their education to college.

In terms of the environment, the government has issued several policies so that environmental conditions can be maintained. That is because many environmental impacts began to deteriorate. The impact caused by the exploitation of nature constantly without their efforts to recover the natural conditions as before. The impacts such as forests decline, causing floods, landslides, and decreased oxygen. The oxygen produced from trees is reduced, while the carbon dioxide produced from the industrialization increases, causing the condition of the earth is getting hotter.

The environmental impact is often in the public spotlight is global warming. Global warming is a process of increasing the temperature that occurs around the world. This occurs due to human discipline in managing the resources of the earth.

"Ini sebenarnya sudah dimulai pada tahun 1900an, di mana revolusi industri di negara- negara Barat, yaitu Eropa dan Amerika dimulai. Perkembangan teknologi industri yang terjadi pada masa itu sangatlah pesat, dan dunia mulai diperkenalkan dengan produksi masal. Pada masa ini dampak buruk terhadap lingkungan sudah mulai terasa, namun hanya dalam skala lokal, dan menurunnya kualitas lingkungan hidup hanya dapat dirasakan oleh mereka yang tinggal di sekitar daerah industri", said Masnellyarti Hilman to the Indonesian Accountants Institute in Jakarta (Ikatan Akuntan Indonesia, 2007: 17).

The environmental conditions are getting worse due to human activities. It demands the industries to improve themselves following the environmental conditions. Therefore, Indonesia apply special rules to regulate the Corporate Social Responsibility (CSR). Regulations regarding CSR can be found in several laws, government regulations and ministerial regulations in terms different but have the same meaning, such as contained in *Undang-undang Nomor 22 Tahun 2001 tentang Minyak dan Gas Bumi, Undang-undang Nomor 19 Tahun 2003 tentang Badan Usaha Milik Negara, Undang-undang Nomor 25 Tahun 2007 tentang Penanaman Modal, Undang-undang Nomor 40 Tahun 2007 tentang Perseroan Terbatas, Undang-undang Nomor 4 Tahun 2009 tentang Pertambangan Mineral dan Batubara, Undang-undang Nomor 21 Tahun 2014 tentang Panas Bumi, PP No. 23 Tahun 2010 tentang Pelaksanaan Kegiatan Usaha Pertambangan Mineral dan Batubara, PP No. 47 Tahun 2012 tentang Tanggung Jawab Lingkungan Perseroan Terbatas,*

Peraturan Menteri Negara BUMN Nomor Per-05/MBU/2007 tentang Program Kemitraan BUMN dengan Usaha Kecil dan Program Bina Lingkungan, dan Peraturan Menteri BUMN Nomor Per-08/MBU/2013 tentang Perubahan Keempat atas Peraturan Menteri BUMN Per-05/MBU/2007 tentang Program Kemitraan BUMN dengan Usaha Kecil dan Program Bina Lingkungan.

CSR is a mandatory to some corporation to integrate their concern for the environment and society into its operations and its interactions with stakeholders that exceeds the organization's responsibility in the law sector. Based on *PP No. 47 Tahun 2012 tentang Tanggung Jawab Lingkungan Perseroan Terbatas*, social and environmental responsibility into a duty for the Company that commit business activities in the field and/or related to the natural resources under the Act. University Social Responsibility (USR) that is a form of CSR from college is an ethical policies which affect the quality of the performance of community colleges, i.e.: students, administrators, faculty, and employees at the universities through the responsible management for the impact of education, cognitive, labor, and the environment generated by universities through an interactive dialogue with the public in order to generate sustainable human development (Hadiprajitno, 2013: 171).

Environmental management can be said to be effective if there is an effort to implement good ethics in the act, such as a friendly and caring with the environment. According to Melyana (2015: 4), Education can be used in form and improve attitudes and behaviors that care about the environment.

Schools have a major role in giving knowledge and teach students about environmental science and management. Therefore the form of CSR at the school can be known as the School Social Responsibility (SSR). SSR is basically not much different from the CSR, which is an ethical policies which affect the quality of the performance of a school community, i.e.: students, administrators, teachers, and all employees at the school through the responsible management for the impact of education, cognitive, labor, and environment produced by the school through an interactive dialogue with the public in order to generate sustainable human development.

SSR activities closely related to environmental report, that schools is needed to include an expenditure estimation specifically for SSR activities in the *Rencana Anggaran Pendapatan dan Belanja Sekolah* (RAPBS). In fact, in Indonesia there are no rules regarding the accounting standards that can be used as a reference to disclose social information related to the implementation of the SSR. There are some schools that begin consciously to implement SSR and include special allocation to SSR activities in the RAPBS and Financial Statements School as a condition to get the title of *Sekolah Adiwiyata*.

Based on *Peraturan Menteri Negara Lingkungan Hidup No. 05 tahun 2013 tentang Pedoman Pelaksanaan Program Adiwiyata*, *Sekolah Adiwiyata* is a school that cares and environmental cultured. Components of *Adiwiyata* program, covering aspects of environmentally sustainable schools policy, aspects of the school curriculum based on environment, aspects of school

activities based on participatory, and aspects of the management of facilities and infrastructure to support environmentally sustainable school. *Sekolah Adiwiyata* award is given in four level, i.e.: *Sekolah Adiwiyata tingkat kabupaten/kota*, *Sekolah Adiwiyata tingkat provinsi*, *Sekolah Adiwiyata tingkat nasional*, and *Sekolah Adiwiyata Mandiri*.

Indonesia implement the school of environment insight intensively. *Adiwiyata* program which is given as a tribute to the school has a positive effect, that every school create and maintain the school environment. In addition, to get a trophy or award of *Adiwiyata* each school now also start to realize the importance of creating a clean and green environment to support teaching and learning activities.

Sekolah Peduli Lingkungan should be supported by the existence of good financial management. Appropriate to the *Peraturan Pemerintah No 19 Tahun 2005 tentang Standar Pendidikan* and *Nomor 65 tahun 2005 tentang Standar Pelayanan Minimum*, this regulation requires schools to improve the quality of education. These regulations directly related to financial management of schools that require management wisely. In this case, the school needs to allocate funds to maintain the environmental conditions. In addition, the school also must keep environment clean through the implementation of environmental culture to all students, teachers, and employees. A clean environment will provide comfort for teachers and students in implementing the learning process, and employees will feel comfortable in working.

Sekolah Adiwiyata should be supported by the existence of School Social Responsibility (SSR). Conducted by Teoh and Thong (1986) in Hadiprajitno (2013:178-181), an organization can be categorized to participate in maintaining the living environment if there is an environment concern (*Perhatian Lingkungan*), which is followed by the involvement of the organization against the environmental problems (*Keterlibatan Lingkungan*). It needs to be followed by an environmental reporting (*Pelaporan Lingkungan*), especially the performance of the organization in addressing the impact of the organization's activities to the environment, which is enhanced the environmental audit activities (*Audit Lingkungan*) to measure and evaluate the performance of the organization.

Based on *Badan Lingkungan Hidup Kabupaten Bantul* (2014), SMA Negeri 1 Jetis, got title *Sekolah Adiwiyata Mandiri* in 2012 and based on *Dinas Pendidikan Menengah dan Non-formal Pemerintah Kabupaten Bantul* (2015), SMA Negeri 2 Banguntapan also held a *Sekolah Adiwiyata Mandiri* in 2015. SMA Negeri 1 Jetis and SMA Negeri 2 Banguntapan can be environmentally school icon in *Kabupaten Bantul*. Both of the schools have been allocated a portion of their funds to optimize the environment of the school so that students from other schools and citizens can feel comfortable in carrying out the learning process.

As a *Sekolah Adiwiyata Mandiri*, SMA Negeri 2 Banguntapan dan SMA Negeri 1 Jetis has implemented environmental kindly policies. The physical condition of schools where there are many trees and greenhouse to

support the learning process relating to the environment. Schools also provide bins based on the type of waste. In addition, many wall hangings bearing slogans to care for the environment so that students are expected to be more motivated to love the environment.

SMAN 1 Jetis still has some barriers, such as less carrying sports field area so it looks dirty, sports equipment storage is not neat, and a dressing room is dark and dirty. In addition, student's hygiene awareness is still lack. It can be seen from a group of students who still often dispose garbage in a drawer and not throw garbage based on its category, i.e. organic and anorganic. SMAN 1 Jetis also has several gardens maintained by the teachers and students, but there is one of the vegetable's garden and green house are changed into building for class rooms.

SMAN 2 Banguntapan earned a *Sekolah Adiwiyata Mandiri* last year. So that current conditions are still good, but there is still a group of students who throw away trash out of place and not in appropriate category. Less attention from school community to the wash basin, that is dirty. School activities relate to the environment is not in much activities, such as a routine to clean up both in school and outside school.

In SMAN 1 Jetis and SMAN 2 Banguntapan, there are no analysis of the implementation of SSR in monitoring the implementation of the *Sekolah Peduli Lingkungan* sustainable manner. The implementation of SSR could form the basis of financial accountability to the public and as a basis for

decision making to implementation of environmental activities. The existence of detailed and transparent calculation will provide information on the costs of the school in providing education services. In addition to focus on school finance, the implementation of school social responsibility can also be used as a reference for schools to monitor the progress of the implementation of *Sekolah Peduli Lingkungan*. Schools can know how much Environmental Awareness of the school community and not only to the extent that the school can also find out how much Environmental Involvement of the school community. Environmental Awareness will not mean full potential without the Environmental Involvement so that these two things should be run side by side.

Based on the problems above, the new program in the world of education provide ideas for authors to examine *Sekolah Peduli Lingkungan* with the title "Implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul". Exploration in this research is more focus on awareness, involvement, reporting, and environmental auditing in SMAN 2 Banguntapan and SMAN 1 Jetis.

B. Problem Identification

The problems can be identified in SMAN 2 Banguntapan dan SMAN 1 Jetis as follows:

1. The environmental conditions are getting worse due to human activities.
2. CSR is a mandatory just for some corporation.

3. In Indonesia there are no rules regarding the accounting standards related to the environmental reporting.
4. In SMAN 2 Banguntapan and SMAN 1 Jetis there are some students who do not maintain environmental hygiene.
5. SMAN 2 Banguntapan and SMAN 1 Jetis are not carrying out related monitoring environmental awareness and environmental involvement.
6. SMAN 2 Banguntapan and SMAN 1 Jetis have been allocated a portion of their funds to optimize the environment of the school.
7. In SMAN 2 Banguntapan and SMAN 1 Jetis, there are no analysis of the implementation of SSR in monitoring the implementation of the *Sekolah Peduli Lingkungan* sustainable manner.

C. Problem Limitation

This research will be more focus on the implementation of School Social Responsibility (SSR) in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul.

D. Problem Formulation

The problem formulation of this research is how is the implementation of School Social Responsibility in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul?

E. Research Objective

The purpose of this research is to measure the implementation of School Social Responsibility (SSR) in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul.

F. Research Benefit

This research is expected to provide benefits both theoretical and practical as follows:

1. Theoretical benefit
 - a. Donating theory related to the implementation of School Social Responsibility (SSR) in the educational institutions.
 - b. Contributing to reference theory about School Social Responsibility (SSR).
 - c. References for further educational research.
2. Practical benefit

For the school

School residents can apply programs that have been there before and improve managerial implementation of programs related to school social responsibility to promote and restore the good name of the school in terms of the environment.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Social Responsibility

Development of industrialization has a negative impact on the surrounding environment and social institutions. This is because industrialization requires the mobilization of resources so big or small, fast or slow can disrupt the balance of those resources. Therefore, it should be the responsibility of the agency to the environment and society for balancing the exploitation, and then it called social responsibility.

Social responsibility is a responsibility not a requirement, of an organization for the impact of its decisions and activities on society and the environment, health and the welfare of society; which takes into account the expectations of stakeholders, is in compliance with applicable law and consistent with international norms of behaviour, and its integrated throughout the organization and practiced in its relationship (Chen, 2015: 165).

2. School Social Responsibility (SSR)

University Social Responsibility (USR) is a form of CSR from college is an ethical policies which affect the quality of the performance of community colleges that include students, administrators, faculty, and employees at the universities through the responsible management for the

impact of education, cognitive, labor, and the environment generated by universities through an interactive dialogue with the public in order to generate sustainable human development (Hadiprajitno, 2013: 171). Sustainable campus is a strategy that seeks to reduce the ecological impact of the institution through the rational use of resources and educate the entire community in the college regarding the sustainable ethics. According to Chen (2015, 166), University Social Responsibility is a philosophy or principle for social movement, which can be perceived as a philosophy of a university to use an ethical approach to develop and engage with the local and global community in order to sustain the social, ecological, environmental, technical, and economic development.

School Social Responsibility (SSR) is a concept of social responsibility of the school to the surrounding environment. This research adapted the concept of CSR and USR, was intended to make significant contributions to development of CSR and USR practices at the school level. Adopted from USR, School Social Responsibility (SSR) is basically an ethical policies which affect the quality of the performance of a school community that includes students, administrators, teachers, and all school employees through the responsible management for the impact of education, cognitive, labor and the environment that is produced by the school through a dialogue interactive with the public in order to generate sustainable human development. According to Udiutomo (2011), SSR is a program of social responsibility that

continuously from all school level (kindergarten until high school) to create *Sekolah Desa Produktif* (SDP) as a village revitalization basis.

Operationally, the implementation of school social responsibility related to the environment can be done in several ways, one of them is by making efforts sustainability in any school activity, such as the use of recycled paper, reducing the use of plastics, reduce exhaust emissions by turning off the vehicle while in the school environment, bring lunch to school, get used to dispose of waste in place, planting trees in the school environment, and realize the school environment becomes clean and healthy environment. Until now there is still a difference of opinion with regard to the contents of the environmental reporting.

According to Teoh and Thong (1986) in Hadiprajitno (2013: 179-181), there are several steps that must be done by a college to apply USR as part of an ongoing activity and embodied in the vision and mission of the college. This is the same case with schools in implementing the SSR because school is an educational institution as well as universities. Some of the measurements are:

a. Environmental Awareness

In the planning stage, to build awareness of the importance of SSR and commitment of the school community are indispensable. According to Dewi (2016: 502), indicator for someone who cares about the environment is to always preserve the environment, do not take, cut or revoke the vegetation along the road, do not scribble on

trees, rocks, roads or walls, always dispose of waste in place, do not burn garbage around the settlement, conducting clean up the environment, accumulating junk, and clean up the rubbish that clogs waterways.

In this variable, the conditions that led to the respondent attention to environmental issues will be examined. Some conditions will be presented in the questionnaire related to respondents' perceptions of what conditions are most influence in taking into environmental issues surrounding it, such as:

- 1) The existence of environmental regulations
- 2) The philosophy of top managers
- 3) The suggestion of another company associations
- 4) The suggestion of yourself
- 5) There is a suggestion from the employees
- 6) There is a suggestion of a customer
- 7) There is a suggestion from environmental agencies
- 8) There is a suggestion from the community environment

Source: Teoh and Thong (1986) in Hadiprajitno (2013: 179-180)

b. Environmental Involvement

The procedure of the implementation of guidelines SSR carried out by a special team set up directly under the supervision of the appointed school leaders. It is also necessary to evaluate the implementation by measuring the extent of the implementation

effectiveness. According to Ratnawati (2015), need to develop one or more of school policy that supports the concept of cultural school environment, among others:

- 1) Provide opportunities for students to learn in an outdoor setting so that learning does not always take place in the school environment itself
- 2) Facilitate creation of non-school learning vertices that are friendly to students, for example learning in the city park, RTH (*Ruang Terbuka Hijau*), hospitals, shops, markets, banks, offices, remote villages, as well as access to the public
- 3) Provide an opportunity for teachers to develop their potential through seminars, workshops, training support students who are not able to keep track of achievement through a friend or a foster parent marginal provide resource persons from outside.

To measure this variable, researcher uses the following statements to the instrument:

- 1) The existence of the environmental unit within the company
- 2) The availability of funds for environmental protection
- 3) Availability of programs or procedures that reduce the consumption of natural resources
- 4) Availability of environmental safety studies if the entity using the machines in production activities

Source: Teoh and Thong (1986) in Hadiprajitno (2013: 180)

Implementation of the school's involvement in environmental terms to do with the implementation of environmental education. According Ratnawati (2015: 13), *Pendidikan Lingkungan Hidup* (PLH) is an education about the environment in the context of internalization directly or indirectly in shaping the personality of self as well as patterns of action and mindset of learners/students/participants of the training so that it can reflect in everyday of life.

c. Environmental Reporting

Reporting is required in order to build the information system either for the purposes of the decision making process as well as material and relevant information disclosure about the school. In environmental reporting course will explain the environmental costs. According Dewi (2016: 504), the environmental costs include all the costs of the most tangible measure of uncertainty. Basically the environmental costs associated with the cost of products, processes, systems, or facilities essential for management decision-making better.

According to the Environmental Protection Agency (EPA) in Dewi (2016: 504), the environmental costs are:

- 1) Environmental costs include costs of measures taken or to be taken to regulate the environmental impacts of the activities of

agencies in a manner adapted to the environmental liability environmental goals and desires agencies.

- 2) Environmental costs cover internal and external costs and related to all the costs that occur in environmental damage and protection.

According to Dunk (2002) in Hadiprajitno (2013: 180-181) this variable is measured based on the answers to the availability of reporting environmental performance entities:

- 1) There is a process of reduction or limitation of waste
- 2) Fact finding of environmental cost activity
- 3) Investigation the consideration of environmental aspects in investment decision or exchange
- 4) The process of product designed is influenced by the consideration of environmental aspects
- 5) The process of product designed is influenced by customers and other stakeholders
- 6) Keep striving to meet environmental standards
- 7) Keep striving to comply with environmental standards
- 8) Keep supporting the achievement of profit growth sustainable
- 9) Identify the raw materials that harm the environment
- 10) Reduce or restrict the raw materials that harm the environment

d. Environmental Auditing

According to the *Peraturan Menteri Lingkungan Hidup Nomor 03 Tahun 2013 tentang Audit Lingkungan Hidup*, an environmental auditing is an evaluation conducted to assess the compliance of those responsible businesses and/or activities with legal requirements and policies set by the government. To ascertain whether the performance of environmental conservation programs made by entities already running effectively and efficiently, it is necessary to audit their environmental performance.

According to Elkington in Rahmawati (2012: 34), social audit is a process that allows an organization to assess its performance based on the expectations and requirements of the specified community. On the basis of this definition, social and environmental disclosure is a process used by companies to disclose information relating to the company's activities and its influence on the social and environmental conditions. This variable is measured based on the answers to the availability of environmental performance audit report of the company (Hadiprajitno, 2013: 181).

3. *Sekolah Adiwiyata Mandiri*

a. Definition of *Sekolah Adiwiyata Mandiri*

According to *Kementerian Lingkungan Hidup dan Kementerian Pendidikan dan Kebudayaan/KLH dan Kemendikbud* (2011: 3), *Adiwiyata* has a meaning or significance as a good and

ideal place which can be obtained all the science and norms and ethics that can be the basis of human beings towards the creation our welfare lives and towards the ideals of sustainable development, *Adiwiyata* program aims to realize the school community that is responsible for the protection and management of the environment through good governance of the school to support school construction.

Generally, *Adiwiyata* is a government program intended to all schools in Indonesia to implement the *Sekolah Peduli Lingkungan*. *Adiwiyata* program is supported by an award concerned specific requirements concerning the environment in the school. Unlike the case with *Sekolah Adiwiyata Mandiri*, which has additional requirements, which in addition to schools qualify as *Sekolah Adiwiyata*, schools also have to provide guidance to 10 *Sekolah Adiwiyata* in their District/City.

Tabel 1. Types and Forms *Adiwiyata* Award

No	Type Award	Form Award	Award	Evaluation Team
1	<i>Sekolah Adiwiyata Kabupaten/kota</i>	Charter and trophies	Regent/ Mayor	Regency/ City
2	<i>Sekolah Adiwiyata Provinsi</i>	Charter and trophies	Governor	Province
3	<i>Sekolah Adiwiyata Nasional</i>	Charter and trophies	Minister of Education and Culture	National
4	<i>Sekolah Adiwiyata</i>	Charter and trophies	Minister of the	National

No	Type Award	Form Award	Award	Evaluation Team
	<i>Mandiri</i>		Environment	

(Source: *KLH dan Kemendikbud*, 2011: 30)

b. Basic Principles of *Adiwiyata* Program

Adiwiyata Program put on two basic principles (*KLH dan Kemendikbud*, 2011: 3):

- 1) Participatory, the school community involved in school management that covers the entire process of planning, implementation and evaluation appropriate to the responsibilities and roles.
- 2) Sustainable, all activities should be well planned continuously and comprehensively.

c. The Team Implementing *Adiwiyata* Program at School

According to *KLH dan Kemendikbud* (2011: 7), the school team consists of various elements, such as teachers, students, and school committees are established by decree Principal. School team has a role and duties as follows:

- 1) Assessing the environmental conditions of the school, school policy, school curriculum, school activities, and infrastructure.
- 2) Creating a work plan and allocate school budgets adjusted for components, standards, and implementation *Adiwiyata*.
- 3) Implementing the work plan of the school.
- 4) Monitoring and evaluating.

- 5) Presenting the report to the Headmaster and the Environment Agency of the District / Municipal and related institutions.

d. Component and Standard of Adiwiyata

Based on *Peraturan Menteri Lingkungan Hidup RI No. 05 tahun 2013 tentang Pedoman Pelaksanaan Program Adiwiyata*, component and standard of *Adiwiyata*, include:

- 1) Policy environmentally sound
 - a) The curriculum includes the protection and management of the environment;
 - b) *Rencana Kegiatan dan Anggaran Sekolah* (RKAS) contained the program for the protection and management of the environment.
- 2) Implementation of curriculum based on environmental
 - a) Teachers has competence in developing environmental learning activities;
 - b) Students perform learning activities on the protection and management of the environment.
- 3) Environmental activity based on participatory
 - a) Conducting environmental protection and management are planned for residents of the school;
 - b) Establish partnerships in order of environmental protection and management of the various parties, including the

public, the government, private sector, media, and other schools.

- 4) Management of supporting infrastructure that environmental kindly
 - a) Availability of supporting infrastructure that environmental kindly;
 - b) Improving the quality of facilities and infrastructure management that are environmental kindly in school.

B. Relevant Researchs

1. *Implementasi Green Accounting Berbasis University Social Responsibility (USR) di Universitas Negeri Yogyakarta* (Widhiyanti Astiti, 2014)

The purpose of the research is to know about implementation of green accounting based on University Social Responsibility at Yogyakarta State University. The population in this research were the officials at the State University of Yogyakarta, amount to 325 people. Data collection techniques in this study was documentation and questionnaires. The research was a descriptive. The number of samples collected was 50 people, sampling technique used was simple random sampling. The results indicate that: (1) environmental concerns on the implementation of green accounting based on university social responsibility in UNY on the tendency of data categories with a high percentage of 50% or a number of 25 respondents, (2) involvement of the

environment based on the implementation of green accounting based on university social responsibility to the tendency of the data categories UNY low at 52% or a majority of respondents as many as 26 respondents, (3) environmental report on the implementation of green accounting based on university social responsibility in UNY on the tendency of data categories is also low at 21 respondents or 42%, and (4) environmental audits on the implementation of green accounting based on university social responsibility in UNY also the tendency of category data low at 44% or 22 respondents .

The differences between this research and research conducted Widhiyanti Astiti are the research subject and research location. While the similarity is that researchers refer to the four environmental factors by Teoh and Thong (1986).

2. *Pengawasan Implementasi “Green Accounting” Berbasis University Social Responsibility (USR) Di Universitas Negeri Semarang Serta Studi Komparasi Universitas Se-Kota Semarang* (Maylia Pramono Sari and Paulus Basuki Hadiprajitno, 2013)

The purpose of the study Maylia Pramono Sari and Paulus Basuki Hadiprajitno is to identify factors forming the Green Accounting based on University Social Responsibility applicable and measurable, and obtain empirical evidence about the performance of the State University of Semarang (UNNES) and other universities in Semarang related to implementation of the Green Accounting based on items University

Social Responsibility. The results of this study indicate that based on the result of independent sample T-test variable significance level Environmental Awareness (0,009), Environmental Reporting (0.320), the Environmental Audit (.748), University Social Responsibility (0.091) which is above 0.05 ($> 0, 05$), while the Environmental Involvement (0.047) were below 0.05 (<0.05). It can be concluded that statistically only environmental involvement are significantly different between the State University of Semarang (Unnes) as conservation university with other universities in the city of Semarang. As for the other variables, namely Environmental Awareness, Environmental Reporting, and Environmental Audit did not differ significantly.

The differences between this research and research conducted Maylia Pramono Sari and Paulus Basuki Hadiprajitno are the research subject, research location, and the research design. While the similarity to the research Maylia Pramono Sari and Paul Basuki Hadiprajitno, researchers refer to the four environmental factors by Teoh and Thong (1986).

C. Research Framework

School Social Responsibility (SSR) is an ethical policies which affect the quality of the performance of a school community that includes students, administrators, teachers, and all school employees through the responsible management for the impact of education, cognitive, labor and environment produced by the school through an interactive dialogue with the public in

order to generate sustainable human development. Implementation Social Responsibility (SSR) can be carried out with reference to the four elements, i.e. Environmental Awareness, Environmental Involvement, Environmental Reporting, and Environmental Auditing.

SMA Negeri 1 Jetis and SMA Negeri 2 Banguntapan are *Sekolah Adiwiyata Mandiri* in the *Kabupaten Bantul*. *Sekolah Adiwiyata Mandiri* has various requirements that must be met related to the environment. In fact, both of the schools have not fully paying attention to the environment in a sustainable manner, such as environmental awareness of a group students who still lack indicated by throwing garbage out of place and does not fit into the category, less maintenance some areas in the school environment, and so forth. In SMAN 2 Banguntapan and SMAN 1 Jetis there are some students who do not maintain environmental hygiene. SMAN 2 Banguntapan and SMAN 1 Jetis are not carrying out related monitoring environmental awareness and environmental involvement. In SMAN 2 Banguntapan and SMAN 1 Jetis, there are no analysis of the implementation of SSR in monitoring the implementation of the *Sekolah Peduli Lingkungan* sustainable manner.

This phenomenom needs special attention from school leaders especially those dealing with the environment section. Therefore, implementation of School Social Responsibility (SSR) in SMAN 2 Banguntapan and SMAN 1 Jetis can to knowing how much of Environmental Awareness, Environmental Involvement, Environmental Reporting, and

Environmental Auditing from the school community, so that it can be a reference to defend the title *Sekolah Adiwiyata Mandiri*.

D. Research Paradigm

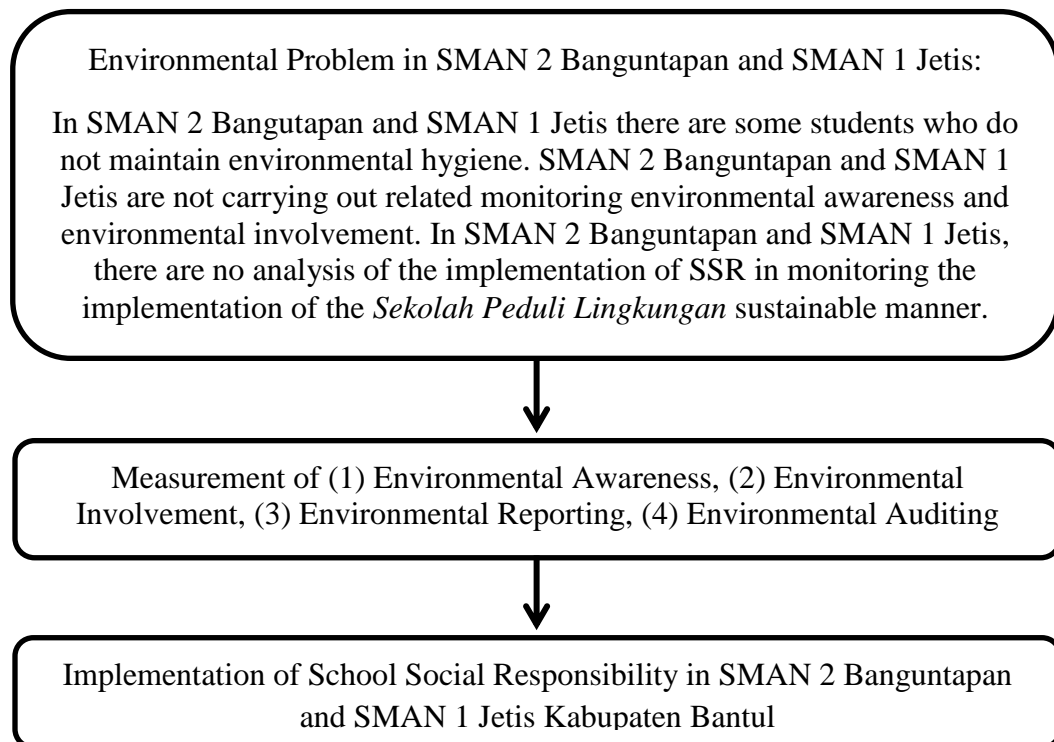


Figure 1. Research Paradigm

E. Research Questions

The research questions in this research were compiled based on literature review and framework are follows:

1. How is the Environmental Awareness related to the implementation of School Social Responsibility in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul?
2. How is the Environmental Involvement related to the implementation of School Social Responsibility in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul?

3. How is the Environmental Reporting related to the implementation of School Social Responsibility in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul?
4. How is the Environmental Auditing related to the implementation of School Social Responsibility in SMAN 2 Banguntapan and SMAN 1 Jetis Kabupaten Bantul?

CHAPTER III

RESEARCH METHOD

A. Place and Time Research

The research has been conducted in SMAN 2 Banguntapan and SMA Negeri 1 Jetis on October 2016 until January 2017.

B. Research Design

This research is a quantitative descriptive research that describes the condition as well as the phenomenon of an object accompanied by statistical data through the data sample. According to Jannah (2013: 42), descriptive research conducted to provide a visible image of more detailed about a symptom or phenomenon. Quantitative research method can be interpreted as a method of research that is based on the philosophy of positivism. It is used to examine the population or a particular sample. The technique to collect samples is random sampling, data collection using research instruments, analysis of quantitative data / statistics, with the aim to test the hypothesis predefined (Sugiyono, 2015: 14). In research with quantitative methods non-hypothesis hold a phenomenon status comparison with the standard. Furthermore, this standard is used as a basis to determine the extent of the phenomenon reached the standard (Arikunto, 2013: 117).

This research aims to investigate the implementation of School Social Responsibility (SSR). Based on the theory from Teoh and Thong (1986) in Hadiprajitno (2013: 178-181) implementation of School Social Responsibility

(SSR) can be determined by looking at the level of Environmental Awareness, Environment Involvement, Environmental Reporting, and Environmental Auditing. This research also analyzed and compared descriptively the calculations of statistic data of the level by implementation of School Social Responsibility (SSR). Therefore, it shows which school that has a higher level of implementation.

C. Variable Operational Definition

School Social Responsibility (SSR) is an ethical policies which affect the quality of the performance that includes students, administrators, teachers, and all school employees through the responsible management for the impact of education, cognitive, labor and environment produced by the school through an interactive dialogue with the public in order to generate sustainable human development

Measurement of School Social Responsibility (SSR) variables based on four aspects of the environment, namely:

1. Awareness to environmental problems (*Kesadaran Lingkungan*)

Environmental awareness to assess awareness of the importance of SSR and commitment to the school. In this research, environmental awareness is measured by a questionnaire and using statistical measurements. Some conditions has been presented in the questionnaire related to respondents' perceptions of what conditions are most influence in taking into environmental issues surrounding it, that is:

a. The existence of environmental regulations

- b. The philosophy of school leadership
 - c. The suggestion of other schools
 - d. The suggestion of school
 - e. There is a suggestion of teachers, employees, and students
 - f. There is a suggestion of *Badan Lingkungan Hidup* (BLH)
 - g. There is a suggestion from the environmental community
 - h. Support of *Sumber Daya Manusia* (SDA) and *Sumber Daya Alam* (SDM)
 - i. Support and realization of activity plan related to the environment
2. Involvement in environmental problems (*Keterlibatan Lingkungan*)

Environmental involvement to assess the involvement of schools in the implementation of SSR to environmental problems. In this research the environmental involvement was measured by using questionnaires and statistical measurements. To measure this variable, the researcher used the following questions to the instrument:

- a. The existence of the environmental specialized team
- b. The availability of funds for environment funds
- c. Supported of environmental programs or procedures that reduce the consumption of natural resources
- d. Support environment related standards
- e. Supported of the learning process

3. Reporting the environmental problems (*Pelaporan Lingkungan*)

Environmental reporting is needed to build the information system for the decision making process or disclosure of material information relevant about SSR. In this research environmental reporting was measured by a questionnaire and using a statistical measurements. This variable was measured based on the answers to the availability of reporting environmental performance entities, include:

- a. Environmental performance report
- b. Performance reports are reported continuously
- c. Performance reports published
- d. The environmental performance report accompanying the publication

4. The environmental auditing (*Audit Lingkungan*)

Environmental auditing to ensure performance of the SSR made by school an effectively and efficiently. In this research environmental auditing was measured by a questionnaire and using statistical measurements. This variable was measured based on the answers to the availability of environmental performance audit report of the company, include:

- a. The audit report
- b. Supported of audit the environmental performance of the *Badan Lingkungan Hidup* (BLH)

D. Population and Sample Research

1. Population

Population is the generalization region consisting of objects or subjects that have certain qualities and characteristics that are applied by researchers to learn and then formulate the conclusions (Sugiyono, 2012: 61). Population that was taken the researcher are teachers and employees in SMAN 2 Banguntapan many as 66 people and SMAN 1 Jetis many as 65 people.

2. Sample

According to Azwar (2015: 79), samples are part of the population that must have the characteristics possessed by the population. The analysis is based on sample data while the conclusion will be applied to the population it is important to obtain a representative sample for the population. In this research the number of samples from a population of teachers and employees SMAN 2 Banguntapan and SMAN 1 Jetis developed from Isaac and Michael for an error rate of 5% and the number of population in SMAN 2 Banguntapan 66 is as much as 55 samples whereas in SMAN 1 Jetis 65 is as much as 55 samples (Sugiyono, 2012: 128). The sampling technique of population SMAN 2 Banguntapan officials and SMAN 1 Jetis use simple random sampling techniques, i.e. taking a random sample regardless of strata. Thus, researchers gave questionnaires to all teachers and employees without regard to the subjects and positions.

E. Data Collection Techniques

1. Questionnaire

In this research, the primary data were collected by using a questionnaire related to awareness, involvement, reporting, auditing of environmental based on School Social Responsibility. Type of questionnaire in this research is a enclosed questionnaire. Enclosed questionnaire is a questionnaire that presented a series of alternatives, while the respondents are putting a cross, circular, or tick (upon request) at an appropriate response to the situation (Idrus, 2007: 127). In the questionnaire has been provided answers and respondents simply choose the answer that is expressed in a Likert scale of 1 to 5.

2. Documentation

In this research, data from records, reports, and documents in SMAN 2 Banguntapan and SMAN 1 Jetis that has to do with the research undertaken.

F. Research Instruments

The research instrument used is a questionnaire. The list of questions in the questionnaire prepared based on research variables are respondents' assessment related to responsibility in managing the environment around the school. The result of the respondents' assessment has been measured based on the research conducted by Teoh and Thong (1986) in Astiti (2014: 28) which there are four aspects of the environment, i.e. Environmental Awareness, Environmental Involvement, Environmental Reporting, and Environmental

Auditing. The variable is measured with Likert scale that measures attitudes and real conditions stated with score 1 to 5.

Table 2. Likert Scale

Choice Answers	Skor	Meaning
A	1	Respondents disagreed and in real terms the item was not in the institute.
B	2	The respondents did not agree that the item is exist in the institute.
C	3	The respondents did not know about the item.
D	4	Respondents agreed that if the item is exist in the institute.
E	5	Respondents agreed and in real terms exist in the institute.

(Source: Sugiyono, 2012: 135 with modification)

Here's a table of lattice research instrument for implementation of School Social Responsibility (SSR) in SMAN 2 Banguntapan and SMAN 1 Jetis:

Table 3. Guidelines of Reaserch Instruments

Number		Item Questions	Item Number
1	Environmental Awareness	a. Support of regulation b. Support of school leadership c. Suggestion of other schools d. Suggestion of yourself e. Suggestion of teachers and employees f. Suggestion of students g. Suggestion of <i>Badan Lingkungan Hidup</i> (BLH) h. Suggestion of the environmental community i. Support of <i>Sumber Daya Manusia</i> and <i>Sumber Daya Alam</i> j. Support of activity plan related to	1 2 3 4 5 6 7 8 9 10

Number		Item Questions	Item Number
		the environment k. Realization of activity plan related to the environment	11
2	Environmental Involvement	a. The existence of environmental specialized team b. Availability of environment funds c. Supported of environmental programs or procedures that reduce the consumption of natural resources d. Support environment-related standards e. Supported of the learning process	1 2 3, 4, 5 6, 7 8, 9
3	Environmental Reporting	a. Environmental performance report b. Performance reports are reported continuously c. Performance reports published d. The environmental performance report accompanying the publication	1 2 3 4
4	Environmental Auditing	a. The audit report b. Supported of audit the environmental performance of the <i>Badan Lingkungan Hidup</i> (BLH)	1 2

(Source: Widhiyanti Astiti, 2014, with modification)

G. Validity and Reliability Instruments

Validity of the instrument is an instrument that is used to give the right measurement, while a reliable instrument is an instrument which if it is used several times to measure the same object even though there are differences of time and place, the instrument will give the same result or consistent (Wiyono, 2011: 37).

Before the questionnaire used to collect data from research subjects, the questionnaire has been tested to determine the validity and reliability of the items of the instrument. The trial of the questionnaire has been conducted on November at SMAN 2 Bantul, the respondents are 30 people consist of teachers and employees. The questionnaire trial conducted at SMAN 2 Bantul because that school is the *Sekolah Adiwiyata Provinsi*. Therefore, it has similar characteristic with SMAN 2 Banguntapan and SMAN 1 Jetis as *Sekolah Peduli Lingkungan*. The trial was conducted to measure the validity and reliability of the questionnaire.

1. Validity Test

According to Wiyono (2011: 38) validity of the content indicates the level of how much items of the instruments represent the concept that is being measured. In this research, the validity of the test is done by correlating the scores of items with a total score of items. The criterians are as follows:

- a) If r_{value} is greater than r_{table} ($r_h > r_t$), the items of the instrument correlate significantly to the total score. Therefore, the item is valid.
- b) If the r_{value} is smaller than r_{table} ($r_h < r_t$), the items of the instrument correlate significantly to the total score. Therefore, the item is invalid.

The validity test of this research used SPSS 23.0 by the method of bivariate correlation pearson. Validity test results are as follows:

a) Environmental Awareness Variable

Table 4. Validity Test Results of Environmental Awareness

Item Number	Pearson Correlation	Interpretation
1	0,246	Invalid
2	0,147	Invalid
3	0,518	Valid
4	0,169	Invalid
5	0,587	Valid
6	0,718	Valid
7	0,255	Invalid
8	0,648	Valid
9	0,489	Valid
10	0,465	Valid
11	0,323	Invalid

Source: Data processed

There are 11 items in the instrument. Five of them is invalid because the value of r_{value} is smaller than r_{table} 0,361 (0,05 with the amount of data 30). The items that are invalid namely:

- 1) In your school there is a policy of attention to the surrounding environment, with 0,246 correlation value.
- 2) There are policies made by school leaders about the environment in your school, with correlation value 0,147.
- 3) Policies on the environment in your school to appear because of the desire of the parties in their own schools, with correlation value 0,169.
- 4) Policies on the environment in your school arise because of the demand from the Environment Agency, with correlation value 0,255.

5) School you realize planned activities related to the environment, with 0,323 correlation value.

b) Environmental Involvement Variable

Table 5. Validity Test Results of Environmental Involvement

Item Number	Pearson Correlation	Interpretation
1	0,402	Valid
2	0,543	Valid
3	0,712	Valid
4	0,737	Valid
5	0,856	Valid
6	0,269	Invalid
7	0,544	Valid
8	0,598	Valid
9	0,475	Valid

Source: Data processed

There are 9 items in the instrument. One of them is invalid because the value of r_{value} is smaller than r_{table} is 0,361 (0,05 with the amount of data 30). The invalid item is item number six, i.e.: in your school there are efforts to achieve the standard by considering the environmental aspect, the correlation value is 0,269.

c) Environmental Reporting Variable

Table 6. Validity Test Results of Environmental Reporting

Item Number	Pearson Correlation	Interpretation
1	0,821	Valid
2	0,895	Valid
3	0,907	Valid
4	0,905	Valid

Source: Data processed

There are 4 items in the instrument. The result shows that all of the items are valid.

d) Environmental Auditing Variable

Table 7. Validity Test Results of Environmental Auditing

Item Number	Pearson Correlation	Interpretation
1	0,841	Valid
2	0,868	Valid

Source: Data processed

There are 2 items in the instrument. The result shows that all of the items are valid.

2. Reliability Test

Reliability tests was done after the valid items obtained. The criterion of a reliable instrument is if the Alpha value of more than or equal to 0,600 ($\text{Alpha} \geq 0,600$). The reliability obtained by the Alpha formula then be consulted to the following scale (Sugiyono, 2015: 257):

Table 8. Reliability Scale

Scale	Category
0,800 – 1,000	Very strong
0,600 – 0,799	Strong
0,400 – 0,599	Moderate
0,200 – 0,399	Low
0,000 – 0,199	Very low

Reliability test using SPSS 23.0 and the Cronbach Alpha testing methods. Here is the reliability test result:

a) Environmental Awareness Variable

Table 9. Reliability Statistic Environmental Awareness

Cronbach's Alpha	N of items	Category
0,620	6	Strong

Source: Data processed

Reliability test results of environmental awareness to the six items that have been declared valid are also declared reliable. Based on

Table 8, the alpha value of the six items is 0,620. Therefore, it can be concluded that the reliability of the items categorized in strong.

b) Environmental Involvement Variable

Table 10. Reliability Statistic Environmental Involvement

Cronbach's Alpha	N of items	Category
0,771	8	Strong

Source: Data processed

Reliability test results of environmental involvement to the eight items that have been declared valid are also declared reliable. Based on Table 8, the alpha value of the six items is 0,771. Therefore, it can be concluded that the reliability of the items categorized in strong.

c) Environmental Reporting Variable

Table 11. Reliability Statistic Environmental Reporting

Cronbach's Alpha	N of items	Category
0,904	4	Very Strong

Source: Data processed

Reliability test results of environmental reporting to the four items that have been declared valid are also declared reliable. Based on Table 8, the alpha value of the six items is 0,904. Therefore, it can be concluded that the reliability of the items categorized in very strong.

d) Environmental Auditing Variable

Table 12. Reliability Statistic Environmental Auditing

Cronbach's Alpha	N of items	Category
0,630	2	Strong

Source: Data processed

Reliability test results of environmental auditing to the two items that have been declared valid are also declared reliable. Based on Table 8, the alpha value of the six items is 0,630. Therefore, it can be concluded that the reliability of the items categorized in strong.

H. Data Analysis Techniques

The analysis technique used in this research is descriptive analysis. Therefore, it is focus on the cause of the awareness of each unit leadership to environmental problems, what condition most affect the school community to environmental problems, and how much the attention related to the condition. Similarly, the environment involvement focus on determining how much the involvement of each school community to environmental problems. Environmental reporting focus on the leadership of the school to determine if the schools report their activities and their finances in school reports and reported continuously. It is also to find out whether from the environmental reporting has held an environmental auditing or not. Descriptive analysis is carried out to explore the condition of SMAN 2 Banguntapan and SMAN 1 Jetis related to environmental problems in terms of accounting.

Researcher determine the class interval by calculating range of the data and determine the length of the class using Sturges formula as follows:

$$K = 1 + 3,3 \log n \quad (1)$$

Explanation:

K : *kelas interval*

n : *jumlah data*

calculating range data using the following formula:

$$Rentang\ data = nilai\ maksimum - nilai\ minimum + 1 \quad (2)$$

Specifies the length of the class using the following formula:

$$panjang\ kelas = \frac{rentang\ kelas}{jumlah\ kelas} \quad (3)$$

(Sugiyono, 2012: 36)

Calculating average value scores for every indicators with this formula:

$$\bar{X} = \frac{\sum x}{N} \quad (4)$$

Description:

\bar{X} = average score

$\sum x$ = total score

N = number of test subject

(Widyoko, 2009: 237)

Furthermore to categorize each indicator in accordance with the statement (Arikunto, 2013: 117) that is non-hypotheses, researcher arranges the phenomena status comparison with the standard. Research standard used in this study using five (5) categories comprising very strong, strong, moderate, low and very low on the calculation of the ideal mean and ideal standard deviation based on the following formula: (5)

Table 13. Conversion Criteria Value

Score	Value	Categories	Formula
1	A	Very Low	$\bar{X} \leq \bar{X}_l - 1,8\ Sbi$
2	B	Low	$\bar{X}_l - 1,8\ Sbi < \bar{X} \leq \bar{X}_i - 0,6\ Sbi$
3	C	Moderate	$\bar{X}_l - 0,6\ Sbi < \bar{X} \leq \bar{X}_i + 0,6\ Sbi$
4	D	Strong	$\bar{X}_l + 0,6\ Sbi < \bar{X} \leq \bar{X}_i + 1,8\ Sbi$
5	E	Very Strong	$\bar{X} > \bar{X}_i + 1,8\ Sbi$

Description:

\bar{X} = the average value obtained

\bar{X}_l = Ideal Mean

$$= \frac{1}{2} (\text{maximum value ideal} + \text{minimum value ideal})$$

Sbi = Ideal Standard Deviation

$$= \frac{1}{6} (\text{maximum value ideal} - \text{minimum value ideal})$$

(Widyoko, 2009: 238)

Converting Quantitative Data to Qualitative Data with this formula: (6)

Table 14. Converting Quantitative Data to Qualitative Data

Score	Value	Categories	Formula
1	A	Very Low	$\bar{X} \leq 1,8$
2	B	Low	$1,8 < \bar{X} \leq 2,6$
3	C	Moderate	$2,6 < \bar{X} \leq 3,4$
4	D	Strong	$3,4 < \bar{X} \leq 4,2$
5	E	Very Strong	$\bar{X} > 4,2$

Source: Widyoko, 2009: 238, with modification

Based on the results of the statistical calculation of the Environmental Awareness, Environmental Involvement, Environmental Reporting, and Environmental Auditing, it is known whether SMAN 2 Banguntapan and SMAN 1 Jetis already meet the criterion of *Sekolah Berwawasan Lingkungan* by implementing School Social Responsibility (SSR).

This research also analyze and compare descriptively the calculations level of statistic data in implementating the School Social Responsibility (SSR). Therefore, it is known which school have a higher level of implementation. From this research it is known what part of Environmental Awareness, Environment Involvement, Environmental Reporting, and Environmental Auditing that need to be improved and enhanced.

CHAPTER IV RESEARCH RESULT AND DISCUSSION

A. Research Result

1. General Description

a. SMA Negeri 2 Banguntapan

1) Profile SMA Negeri 2 Banguntapan

Sekolah Menengah Atas Negeri (SMAN) 2 Banguntapan is a school over the function of *Sekolah Pendidikan Guru (SPG) Institut Keguruan dan Ilmu Pendidikan (IKIP) Yogyakarta* which was established on October 21st, 1952. SPG IKIP Yogyakarta changed its name to SPG 3 and SMAN 12 Yogyakarta. Starting from July 1st, 1995 turned into SMAN 2 Banguntapan which is located in Glondong, Wirokerten, Banguntapan, Bantul.

School achievement in environment terms are as follows:

- a) In 2012, champion 1 for Sekolah Adiwiyata tingkat Provinsi DIY*
- b) In 2013, qualify as a candidate for the Sekolah Adiwiyata Nasional*
- c) In 2014, qualify as a Sekolah Adiwiyata Nasional*
- d) In 2015, qualify as a Sekolah Adiwiyata Mandiri*

2) Vision and Mission SMA Negeri 2 Banguntapan

Vision:

Terwujudnya sekolah berkualitas yang berbudaya, berkarakter Indonesia berwawasan lingkungan dan tanggap bencana.

Mission:

- a) *Melaksanakan pembelajaran dan bimbingan secara intensif.*
- b) *Menumbuhkan budaya dan karakter Indonesia.*
- c) *Meningkatkan kecintaan terhadap lingkungan dan tanggap terhadap bencana.*

Motto:

Smart is crucials, moral is more

3) Description of Data Research

This research was conducted in October 2016 until January 2017. The data in this research were collected by using questionnaire distribution to respondents. Questionnaires distributed to 55 respondents.

b. SMA Negeri 1 Jetis

1) Profile SMA Negeri 1 Jetis

On November 20th, 1984 *Departemen Pendidikan dan Kebudayaan RI* issued *Surat Keputusan Nomor 0558/O/1984 tentang Pendirian Sekolah di Kecamatan Jetis Kabupaten Bantul*. At first SMA Negeri 1 Jetis still occupied the building at

SMA Negeri 2 Bantul. Two years later (1986) SMA Negeri 1 Jetis occupied a new building in Kertan Sumberagung Jetis Bantul.

School achievement in environment terms are as follows:

- a) In 2009, qualify as a candidate for *Sekolah Adiwiyata Nasional*
- b) In 2010, champion 1 for *Sekolah Adiwiyata tingkat Provinsi DIY*
- c) In 2011, qualify as a *Sekolah Adiwiyata Nasional*
- d) In 2012, qualify as a *Sekolah Adiwiyata Mandiri*

2) Vision and Mission SMA Negeri 1 Jetis

Vision:

Berimtaq, Tangguh, Berprestasi, Unggul dalam IPTEK, Dinamis kearah globalisasi, dan Arif terhadap lingkungan.

Mission:

- a) *Meningkatkan Imtaq dengan pembinaan kegiatan yang bersifat kompetitif, cerdas, berakhlak mulia dan berkepribadian Indonesia.*
- b) *Meningkatkan prestasi dengan pembelajaran kreatif, inovatif, responsif, dan berwawasan lingkungan.*
- c) *Melengkapi sarana penunjang dalam pembelajaran dan peningkatan teknologi yang ramah lingkungan.*

d) *Mengoptimalkan pelaksanaan 8K secara produktif, efektif, dan efisien.*

Motto:

Sekolah hijau bersih hidup menjadi berkualitas

3) Description of Data Research

This research was conducted in October 2016 until January 2017. The data in this research were collected by using questionnaire distributions to respondents. Questionnaires distributed to 55 respondents.

2. Specific Description

Analysis of Descriptive Variables

Descriptive statistical analysis in the study include frequency distribution, ideal mean, ideal standard deviation, and categorization tendencies variable data. Descriptions of each variable is detailed as follows:

- a. Environmental awareness related to implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The frequency distribution of environmental awareness variable shown in the following tables:

Table 15. Frequency Distribution of Environmental Awareness in SMA Negeri 2 Banguntapan

No	Interval	Frequency
1	6,00-9,99	0
2	10,00-13,99	3
3	14,00-17,99	3

No	Interval	Frequency
4	18,00-21,99	4
5	22,00-25,99	31
6	26,00-29,99	14
Total		55

Source: data processed

Table 16. Frequency Distribution of Environmental Awareness in SMA Negeri 1 Jetis

No	Interval	Frequency
1	6,00-9,99	0
2	10,00-13,99	0
3	14,00-17,99	0
4	18,00-21,99	6
5	22,00-25,99	37
6	26,00-29,99	12
Total		55

Source: data processed

Based on Table 15, the histogram can be described as follows:

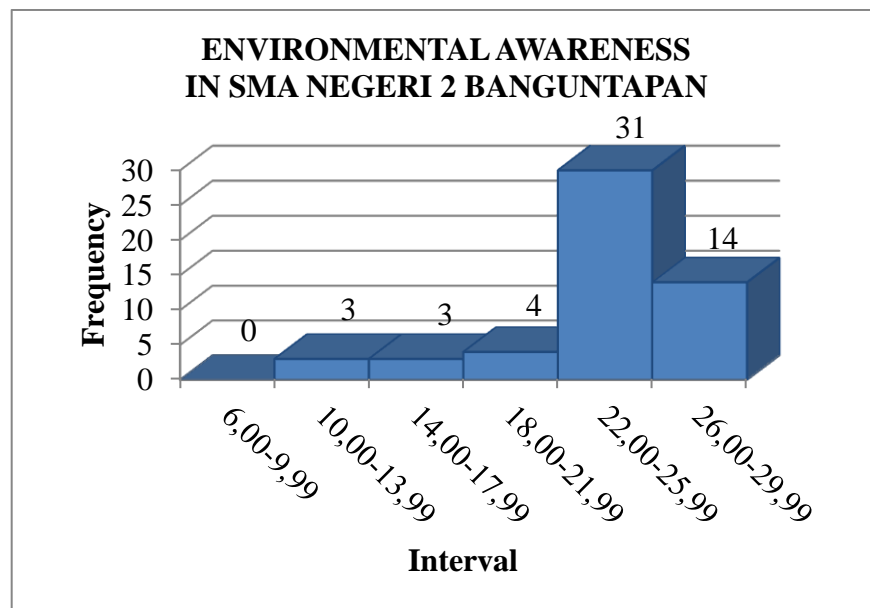


Figure 2. Histogram of Environmental Awareness in SMA Negeri 2 Banguntapan

Based on Table 16, the histogram can be described as follows:

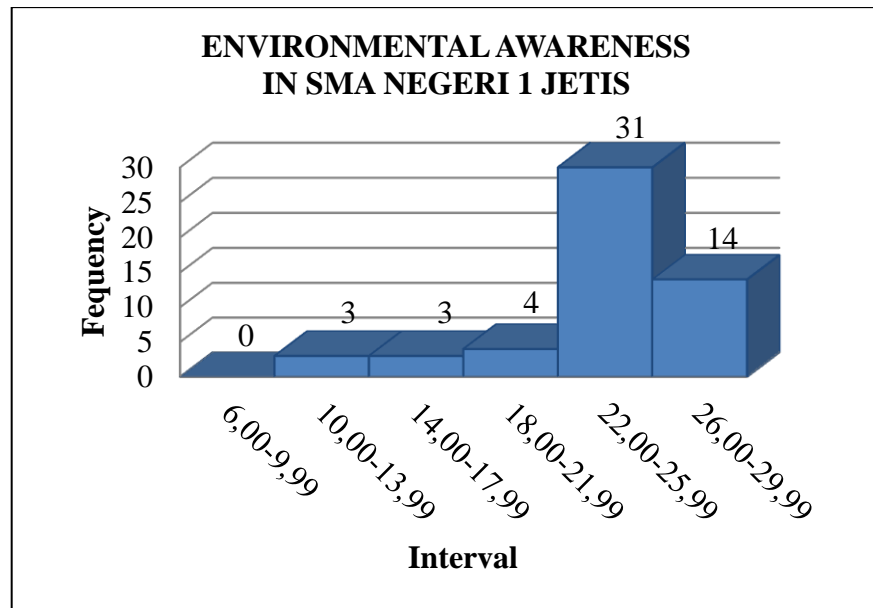


Figure 3. Histogram of Environmental Awareness in SMA Negeri 1 Jetis

Questionnaires of environmental awareness variable in SMAN 2 Banguntapan consist of six items statement. The highest value is 30 from 30 the highest score that possible to reach. The lowest score is 13 from 6 the lowest score that can be reach. The average value of the ideal mean on this variable is 18 with an ideal standard deviation value is 4. The frequency distribution in Table 15 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class and rounded up to 6 classes. So all of the data can be entered in all classes.

The results of the questionnaire of environmental awareness variable in SMA Negeri 1 Jetis shows that the highest value is 30 from 30 the highest score that possible to reach. The lowest score is 19 from 6 the lowest score that can be reach. The average value of

the ideal mean in this variable is 18 with an ideal standard deviation value is 4. The frequency distribution in Table 16 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class and rounded up to 6 classes. So that, all of the data can be entered in all classes.

The data obtained from the questionnaire are further classified into categories of environmental awareness tendencies which are divided into five categories, i.e. very strong, strong, moderate, low, and very low. Here is a table of tendency categories of environmental awareness:

Table 17. Category Tendency of Environmental Awareness SMAN 2 Banguntapan

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 10,8$	0	0,00%
2	Low	$10,8 < X \leq 15,6$	3	5,45%
3	Moderate	$15,6 < X \leq 20,4$	6	10,91%
4	Strong	$20,4 < X \leq 25,2$	32	58,18%
5	Very Strong	$X > 25,2$	15	27,27%
Total			55	100%

Source: data processed

Table 18. Category Tendency of Environmental Awareness SMAN 1 Jetis

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 10,8$	0	0,00%
2	Low	$10,8 < X \leq 15,6$	0	0,00%
3	Moderate	$15,6 < X \leq 20,4$	5	9,09%
4	Strong	$20,4 < X \leq 25,2$	38	69,09%
5	Very Strong	$X > 25,2$	12	21,82%
Total			55	100%

Source: data processed

Here are Pie Charts that show that tendency categories of Environmental Awareness:

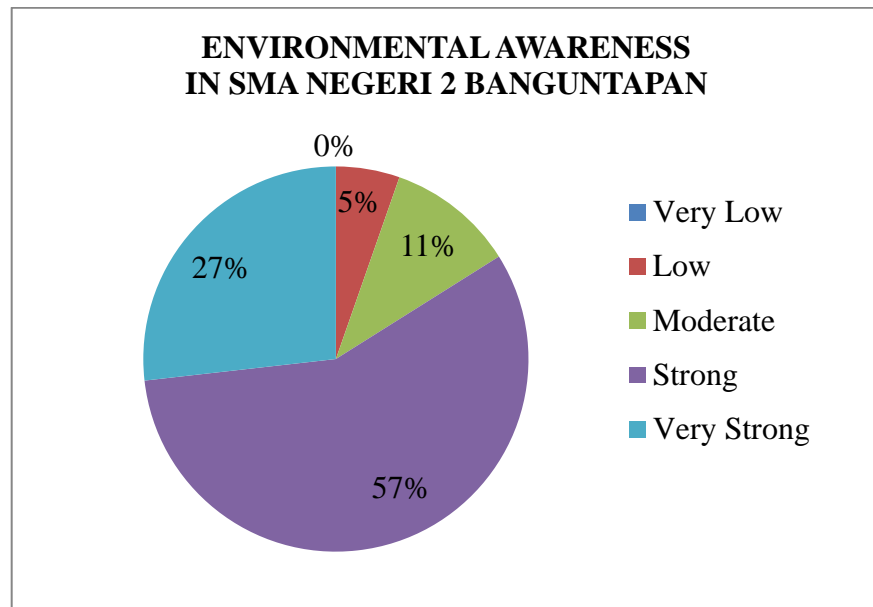


Figure 4. Pie Chart Tendency Categories of Environmental Awareness in SMA Negeri 2 Banguntapan

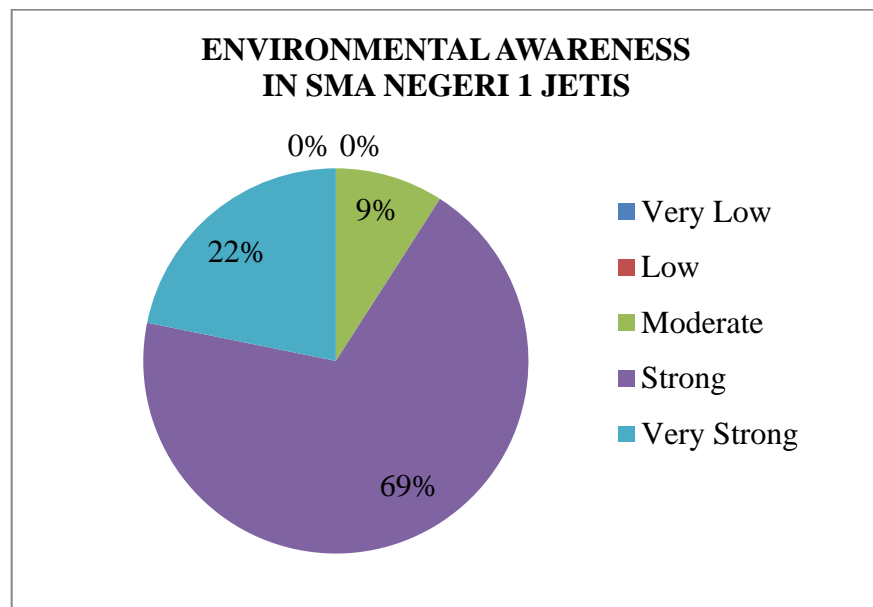


Figure 5. Pie Chart Tendency Categories of Environmental Awareness in SMA Negeri 1 Jetis

Here are value recapitulation of Environmental Awareness:

Table 19. Value Recapitulation of Environmental Awareness SMA Negeri 2 Banguntapan

Statement	Total Score	Mean
1	222	4,04
2	223	4,05
3	210	3,82
4	174	3,16
5	221	4,02
6	245	4,45
Total	1.295	3,92
Category		Strong

Source: data processed

Table 20. Value Recapitulation of Environmental Awareness SMA Negeri 1 Jetis

Statement	Total Score	Mean
1	194	3,53
2	239	4,35
3	225	4,09
4	146	2,65
5	256	4,65
6	252	4,58
Total	1312	3,98
Category		Strong

Source: data processed

Based on Table 19 it can be seen that the mean of 3,92 in range value $3,4 < X \leq 4,2$. It can concluded that the environmental awareness SMA Negeri 2 Banguntapan is strong category. Based on Table 20 it can be seen that the mean of 3,98 in range value $3,4 < X \leq 4,2$. It can be concluded that the environmental awareness in SMA Negeri 1 Jetis is strong category.

- b. Environmental involvement related to the implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The frequency distribution of environmental involvement variable shown in the following tables:

Table 21. Frequency Distribution of Environmental Involvement in SMA Negeri 2 Banguntapan

No	Interval	Frequency
1	8,00-13,49	0
2	13,50-18,99	0
3	19,00-24,49	0
4	24,50-29,99	3
5	30,00-35,49	34
6	35,50-40,99	18
Total		55

Source: data processed

Table 22. Frequency Distribution of Environmental Involvement in SMA Negeri 1 Jetis

No	Interval	Frequency
1	8,00-13,49	0
2	13,50-18,99	0
3	19,00-24,49	0
4	24,50-29,99	4
5	30,00-35,49	12
6	35,50-40,99	39
Total		55

Source: data processed

Based on Table 21, the histogram can be described as follows:

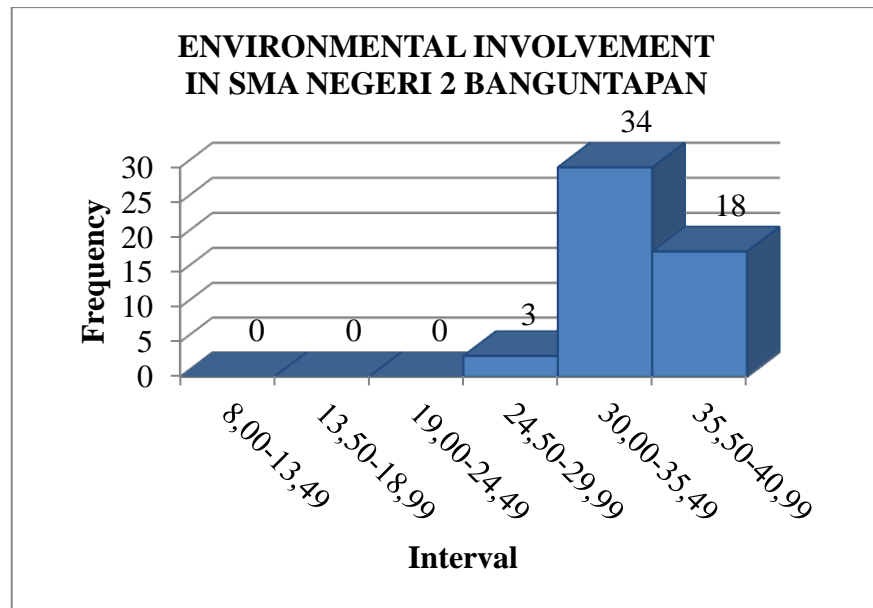


Figure 6. Histogram of Environmental Involvement in SMA Negeri 2 Banguntapan

Based on Table 22, the histogram can be described as follows:

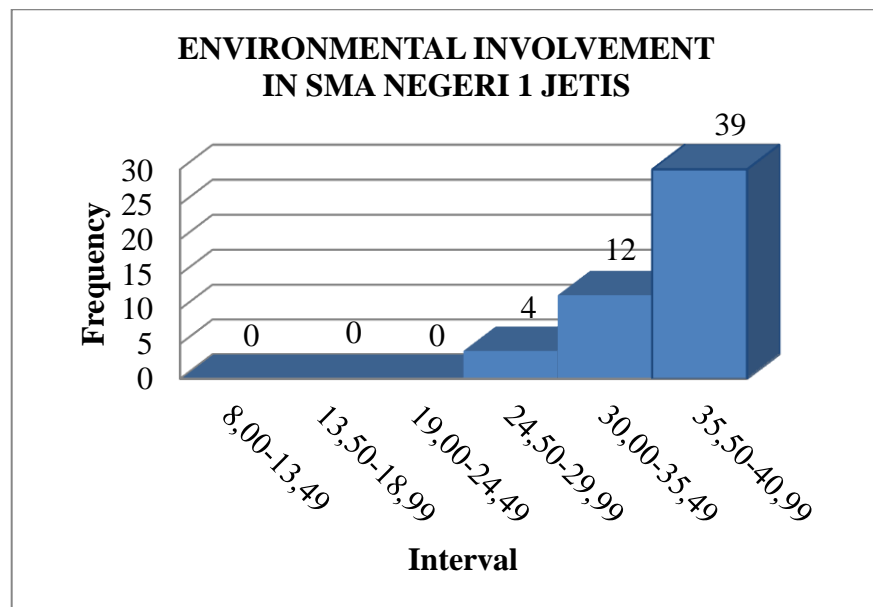


Figure 7. Histogram of Environmental Involvement in SMA Negeri 1 Jetis

Questionnaires of environmental involvement variable in SMAN 2 Banguntapan consist of eight items statement. The highest

value is 40 from 40 the highest score that possible to reach. The lowest score is 26 from 8 the lowest score that can be reach. The average value of the ideal mean in this variable is 24 with an ideal standard deviation value is 5,33. The frequency distribution in Table 21 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class and rounded up to 6 classes. So that, all of the data can be entered in all classes.

The results of the questionnaire of environmental involvement variable in SMA Negeri 1 Jetis shows that the highest value is 40 from 40 the highest score that possible to reach. The lowest score is 25 from 8 the lowest score that can be reach. The average value of the ideal mean in this variable is 24 with an ideal standard deviation value is 5,33. The frequency distribution in Table 22 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class and rounded up to 6 classes. So that, all of the data can be entered in all classes.

The data obtained from the questionnaire are further classified into categories of environmental involvement tendencies which are divided into five categories, i.e.: very strong, strong, moderate, low, and very low. Here is a table of tendency categories of environmental involvement:

Table 23. Category Tendency of Environmental Involvement SMA Negeri 2 Banguntapan

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 14,41$	0	0,00%
2	Low	$14,41 < X \leq 20,80$	0	0,00%
3	Moderate	$20,80 < X \leq 27,20$	1	1,82%
4	Strong	$27,20 < X \leq 33,59$	11	20,00%
5	Very Strong	$X > 33,59$	43	78,18%
Total			55	100%

Source: data processed

Table 24. Category Tendency of Environmental Involvement SMA Negeri 1 Jetis

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 14,41$	0	0,00%
2	Low	$14,41 < X \leq 20,80$	0	0,00%
3	Moderate	$20,80 < X \leq 27,20$	2	3,64%
4	Strong	$27,20 < X \leq 33,59$	12	21,82%
5	Very Strong	$X > 33,59$	41	74,55%
Total			55	100%

Source: data processed

Here are a Pie Charts that show the tendency categories of Environmental Involvement:

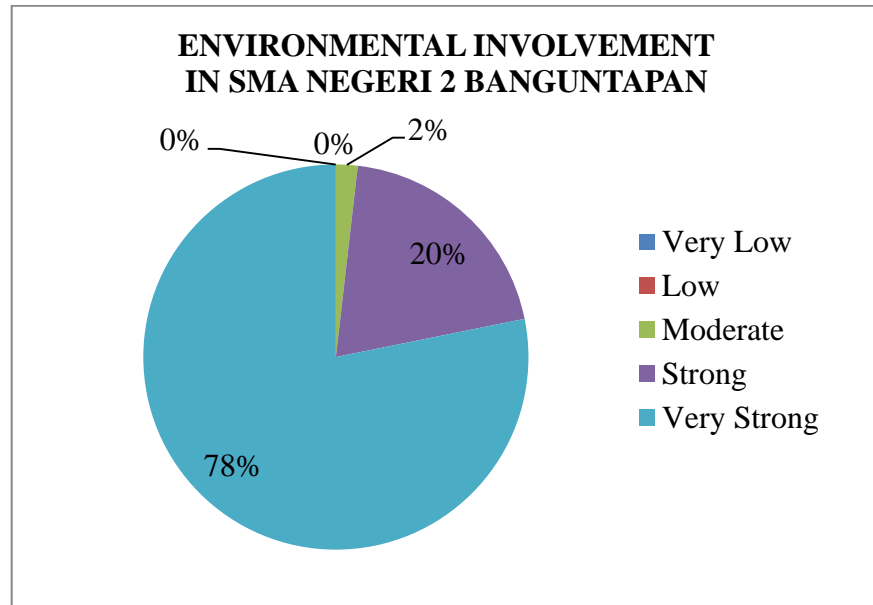


Figure 8. Pie Chart Tendency Categories of Environmental Involvement in SMA Negeri 2 Banguntapan

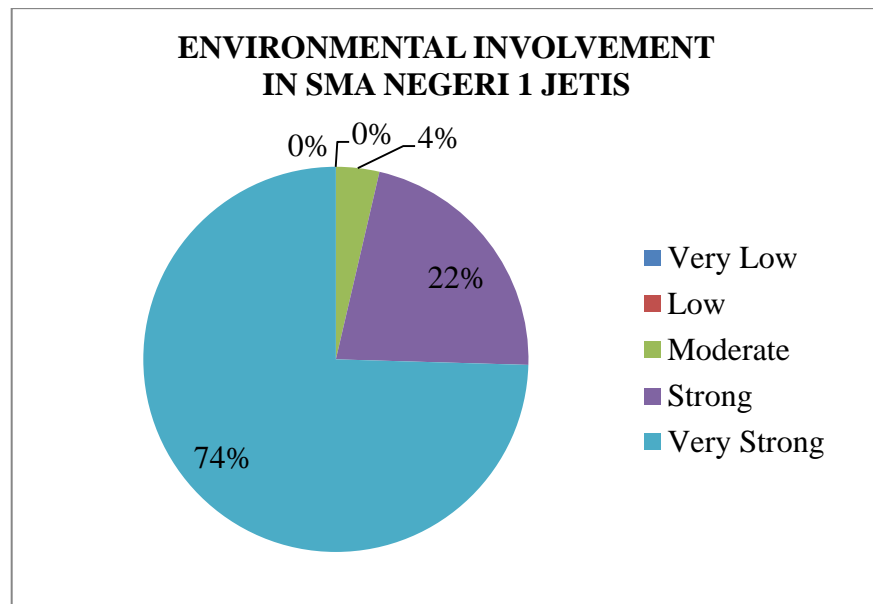


Figure 9. Pie Chart Tendency Categories of Environmental Involvement in SMA Negeri 1 Jetis

Here are value recapitulation of Environmental Involvement:

Table 25. Value Recapitulation of Environmental Involvement SMA Negeri 2 Banguntapan

Statement	Total Score	Mean
1	252	4,58
2	242	4,40
3	243	4,42
4	257	4,67
5	214	3,89
6	241	4,38
7	234	4,25
8	226	4,11
Total	1909	4,34
Category		Very Strong

Source: data processed

Table 26. Value Recapitulation of Environmental Involvement SMA Negeri 1 Jetis

Statement	Total Score	Mean
1	265	4,82
2	257	4,67
3	239	4,35
4	249	4,53
5	230	4,18
6	246	4,47
7	244	4,44
8	249	4,53
Total	1979	4,50
Category		Very Strong

Source: data processed

Based on Table 25 it can be seen that the mean of 4,34 in range value $X > 4,2$. It can concluded that the environmental involvement SMA Negeri 2 Banguntapan is very strong category. Based on Table 26 it can be seen that the mean of 4,50 in range value $X > 4,2$. It can be concluded that the environmental involvement in SMA Negeri 1 Jetis is very strong category.

- c. Environmental reporting related to implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The frequency distribution of environmental reporting variable shown in the following table:

Table 27. Frequency Distribution of Environmental Reporting in SMA Negeri 2 Banguntapan

No	Interval	Frequency
1	4,00-6,99	0
2	7,00-9,99	0
3	10,00-12,99	2
4	13,00-15,99	18
5	16,00-18,99	26
6	19,00-21,99	9
Total		55

Source: data processed

Table 28. Frequency Distribution of Environmental Reporting in SMA Negeri 1 Jetis

No	Interval	Frequency
1	4,00-6,99	0
2	7,00-9,99	0
3	10,00-12,99	2
4	13,00-15,99	9
5	16,00-18,99	30
6	19,00-21,99	14
Total		55

Source: data processed

Based on Table 27, the histogram can be described as follows:

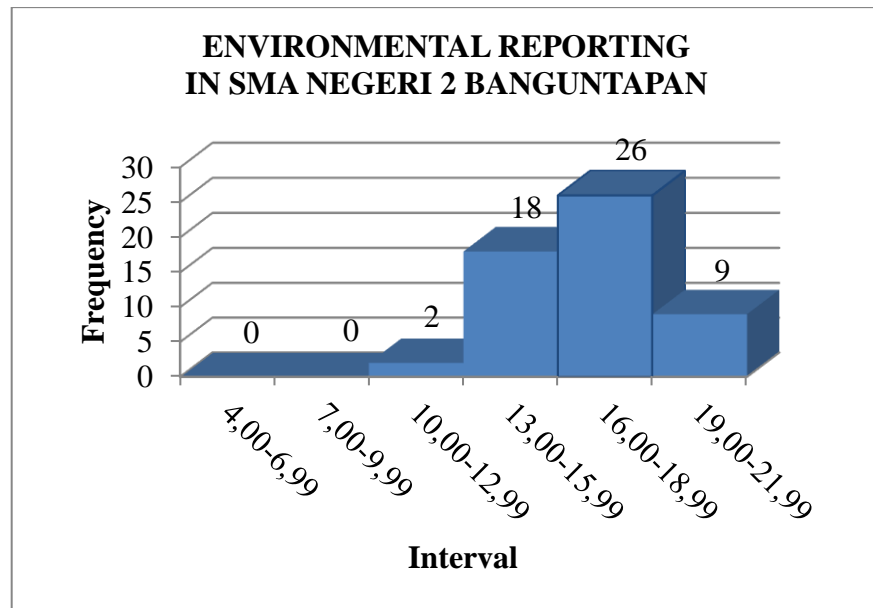


Figure 10. Histogram of Environmental Reporting in SMA Negeri 2 Banguntapan

Based on Table 28, the histogram can be described as follows:

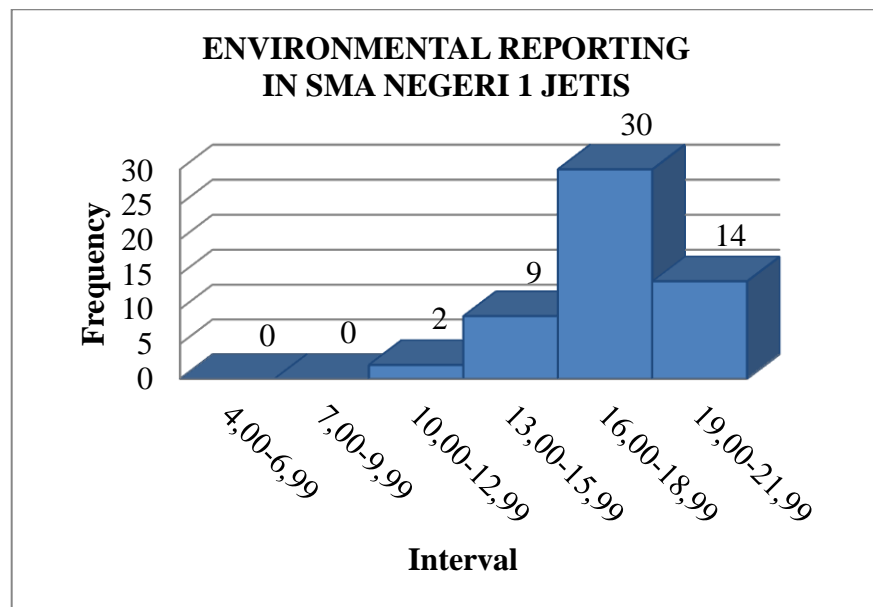


Figure 11. Histogram of Environmental Reporting in SMA Negeri 1 Jetis

Questionnaires of environmental reporting variable in SMAN 2 Banguntapan consist of four items statement. The highest score is

20 from 20 the highest score that possible to reach. The lowest score is 10 from 4 the lowest score that can be reach. The average value of the ideal mean in this variable is 12 with an ideal standard deviation value is 2,67. The frequency distribution in Table 27 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class or rounded up to 6 classes. So that, all of the data can be entered in all classes.

The results of the questionnaire of environmental reporting variable in SMA Negeri 1 Jetis that the highest value is 20 from 20 the highest score that possible to reach. The lowest score is 11 from 4 the lowest score that can be reach. The average value of the ideal mean in this variable is 12 with an ideal standard deviation value is 2,67. The frequency distribution in Table 28 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class or rounded up to 6 classes. So that, all of the data can be entered in all classes.

The data obtained from the questionnaire are further classified into categories of environmental reporting tendencies which are divided into five categories i.e.: very strong, strong, moderate, low, and very low. Here is a table of tendency categories of environmental reporting:

Table 29. Category Tendency of Environmental Reporting in SMA Negeri 2 Banguntapan

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 7,19$	0	0,00%
2	Low	$7,19 < X \leq 10,40$	1	1,82%
3	Moderate	$10,40 < X \leq 13,60$	11	20,00%
4	Strong	$13,60 < X \leq 16,81$	25	45,45%
5	Very Strong	$X > 16,81$	18	32,73%
Total			55	100%

Source: data processed

Table 30. Category Tendency of Environmental Reporting in SMA Negeri 1 Jetis

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 7,19$	0	0,00%
2	Low	$7,19 < X \leq 10,40$	0	0,00%
3	Moderate	$10,40 < X \leq 13,60$	4	7,27%
4	Strong	$13,60 < X \leq 16,81$	15	27,27%
5	Very Strong	$X > 16,81$	36	65,45%
Total			55	100%

Source: data processed

Here are Pie Charts that show the tendency categories of Environmental Reporting:

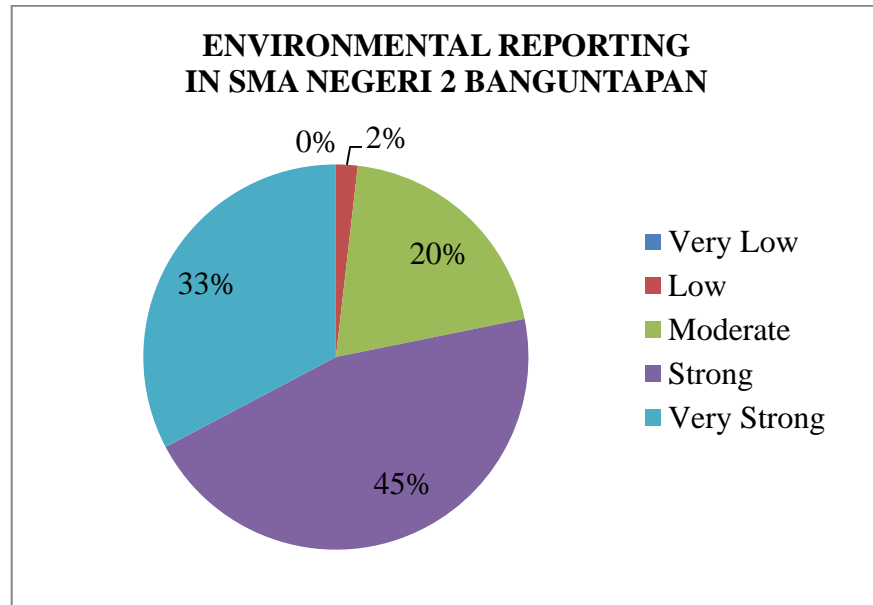


Figure 12. Pie Chart Tendency Categories of Environmental Reporting in SMA Negeri 2 Banguntapan

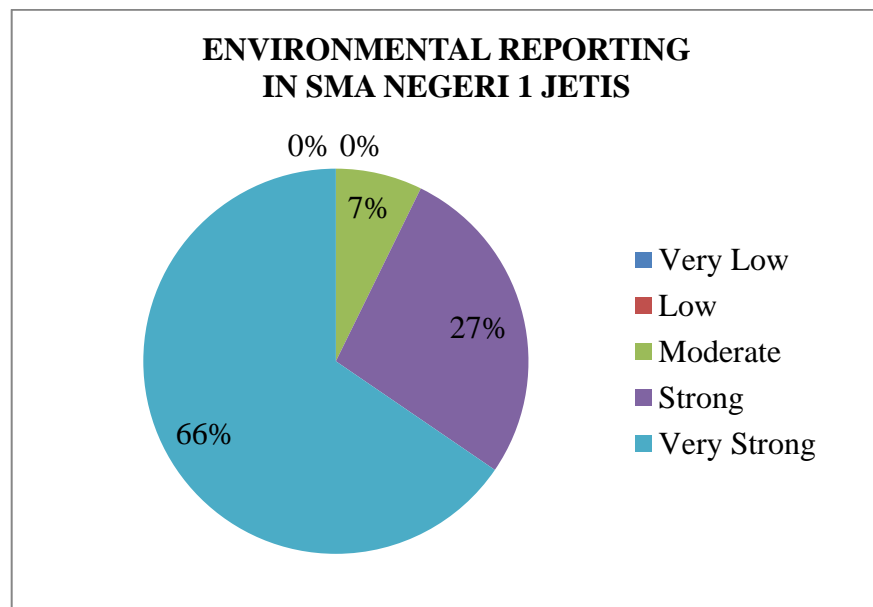


Figure 13. Pie Chart Tendency Categories of Environmental Reporting in SMA Negeri 1 Jetis

Here are value recapitulation of Environmental Reporting:

Table 31. Value Recapitulation of Environmental Reporting SMA Negeri 2 Banguntapan

Statement	Total Score	Mean
1	235	4,27
2	220	4,00
3	212	3,85
4	206	3,75
Total	873	3,97
Category		Strong

Source: data processed

Table 32. Value Recapitulation of Environmental Reporting SMA Negeri 1 Jetis

Statement	Total Score	Mean
1	246	4,47
2	241	4,38
3	227	4,13
4	226	4,11
Total	940	4,27
Category		Very Strong

Source: data processed

Based on Table 31 it can be seen that the mean of 3,97 in range value $3,4 < X \leq 4,2$. It can concluded that the environmental reporting SMA Negeri 2 Banguntapan is strong category. Based on Table 32 it can be seen that the mean of 4,27 in range value $X > 4,2$. It can be concluded that the environmental involvement in SMA Negeri 1 Jetis is very strong category.

- d. Environmental auditing related to the implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The frequency distribution of environmental auditing variable shown in the following table:

Table 33. Frequency Distribution of Environmental Auditing in SMA Negeri 2 Banguntapan

No	Interval	Frequency
1	2,00-3,49	0
2	3,50-4,99	1
3	5,00-6,49	22
4	6,50-7,99	19
5	8,00-9,49	8
6	9,50-10,99	5
Total		55

Source: data processed

Table 34. Frequency Distribution of Environmental Auditing in SMA Negeri 1 Jetis

No	Interval	Frequency
1	2,00-3,49	0
2	3,50-4,99	1
3	5,00-6,49	8
4	6,50-7,99	0
5	8,00-9,49	28
6	9,50-10,99	18
Total		55

Source: data processed

Based on Table 33, the histogram can be described as follows:

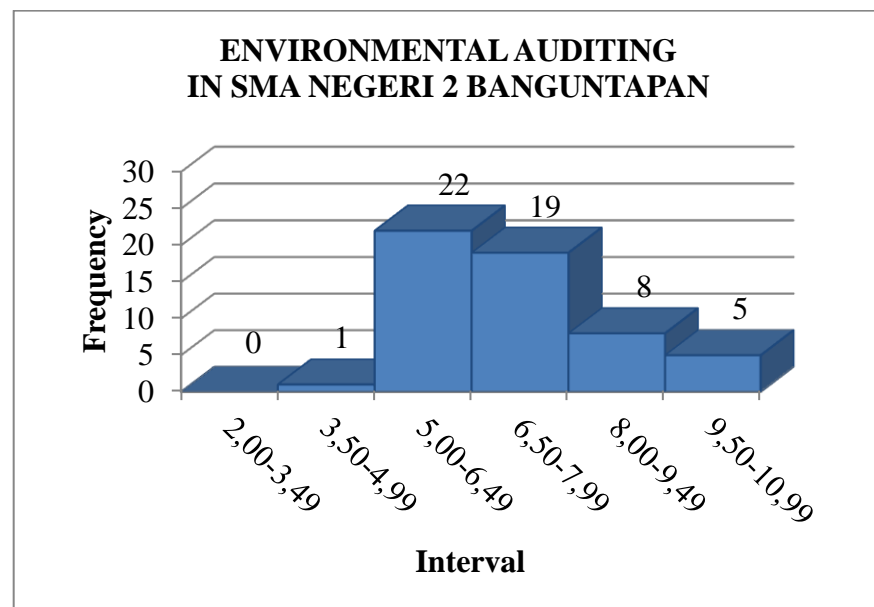


Figure 14. Histogram of Environmental Auditing in SMA Negeri 2 Banguntapan

Based on Table 34, the histogram can be described as follows:

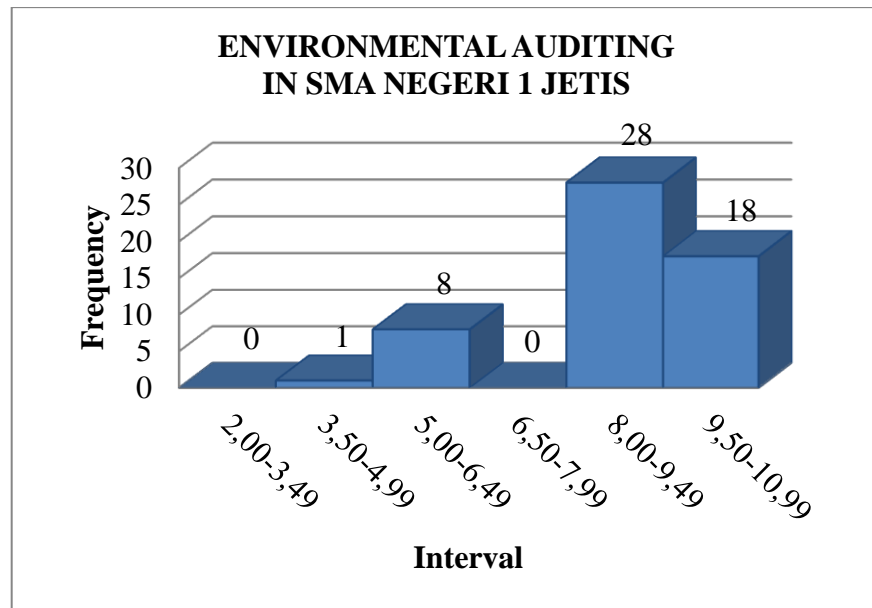


Figure 15. Histogram of Environmental Auditing in SMA Negeri 1 Jetis

Questionnaires of environmental auditing variable in SMAN 2 Banguntapan consist of two items statement. The highest value is 10 from 10 the highest score that possible to reach. The lowest score is 4 from 2 the lowest score that can be reach. The average value of the ideal mean on this variable is 6 with an ideal standard deviation value is 1,33. The frequency distribution in Table 33 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class or rounded up to 6 classes. So that, all of the data can be entered in all classes.

The results of the questionnaire of environmental auditing variable in SMA Negeri 1 Jetis that the highest value is 10 from 10 the highest score that possible to reach. The lowest score is 4 from 2 the lowest score that can be reach. The average value of the ideal

mean in this variable is 6 with an ideal standard deviation value is 1,33. The frequency distribution in Table 34 is calculated using the Sturges formula with the calculated frequency is 6,743196875 class and rounded up to 6 classes. So that, all of the data can be entered in all classes.

The data obtained from the questionnaire are further classified into categories of environmental auditing tendencies which are divided into five categories, i.e.: very strong, strong, moderate, low, and very low. Here is a table of tendency categories of environmental auditing:

Table 35. Category Tendency of Environmental Auditing in SMA Negeri 2 Banguntapan

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 3,61$	0	0,00%
2	Low	$3,61 < X \leq 5,20$	1	1,82%
3	Moderate	$5,20 < X \leq 6,80$	22	40,00%
4	Strong	$6,80 < X \leq 8,39$	26	47,27%
5	Very Strong	$X > 8,39$	6	10,91%
Total			55	100%

Source: data processed

Table 36. Category Tendency of Environmental Auditing in SMA Negeri 1 Jetis

No	Category	Interval	Frequency	Relative Frequency
1	Very Low	$X \leq 3,61$	0	0,00%
2	Low	$3,61 < X \leq 5,20$	1	1,82%
3	Moderate	$5,20 < X \leq 6,80$	8	14,55%
4	Strong	$6,80 < X \leq 8,39$	24	43,64%
5	Very Strong	$X > 8,39$	22	40,00%
Total			55	100%

Source: data processed

Here are Pie Charts that show the tendency categories of Environmental Auditing:

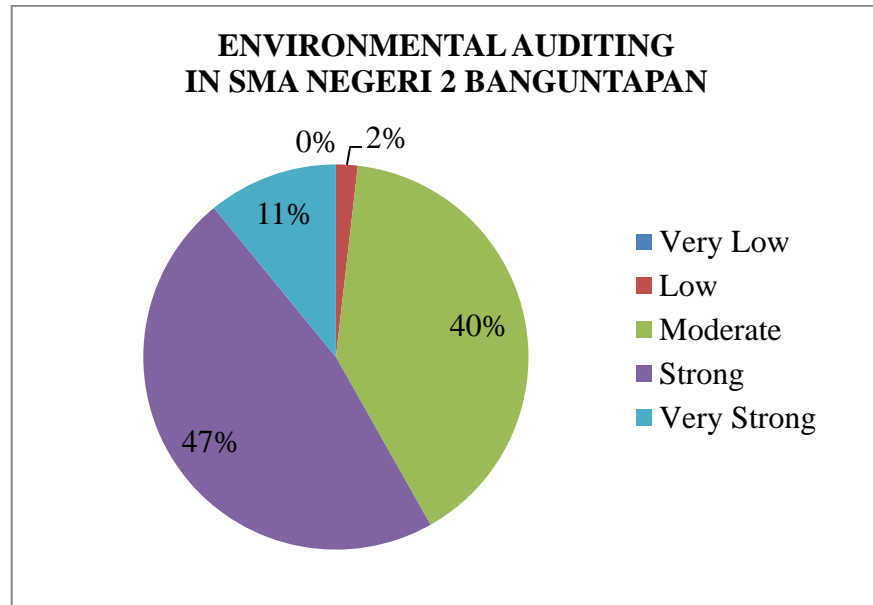


Figure 16. Pie Chart Tendency Categories of Environmental Auditing in SMA Negeri 2 Banguntapan

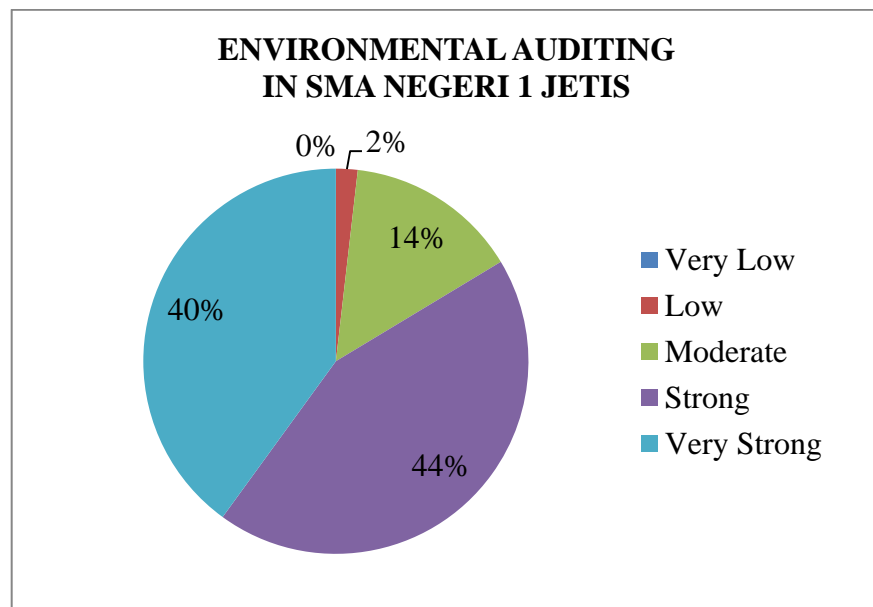


Figure 17. Pie Chart Tendency Categories of Environmental Auditing in SMA Negeri 1 Jetis

Here are value recapitulation of Environmental Auditing:

Table 37. Value Recapitulation of Environmental Auditing SMA Negeri 2 Banguntapan

Statement	Total Score	Mean
1	201	3,65
2	183	3,33
Total	384	3,49
Category		Strong

Source: data processed

Table 38. Value Recapitulation of Environmental Auditing SMA Negeri 1 Jetis

Statement	Total Score	Mean
1	231	4,20
2	229	4,16
Total	460	4,18
Category		Strong

Source: data processed

Based on Table 37 it can be seen that the mean of 3,49 in range value $3,4 < X \leq 4,2$. It can concluded that the environmental auditing SMA Negeri 2 Banguntapan is strong category. Based on Table 38 it can be seen that the mean of 4,18 in range value $3,4 < X \leq 4,2$. It can be concluded that the environmental involvement in SMA Negeri 1 Jetis is strong category.

B. Discussion

School Social Responsibility is an ethical policies which affect the quality of the performance of a school community that includes students, administrators, teachers, and all employees at the school through the responsible management for the impact of education, cognitive, labor, and environment produced by the school through an interactive dialogue with the public in order to generate sustainable human development. Schools as an

educational institution has a duty to implement a school policy that needs attention to social and environmental responsibility.

This research specialized subjects of research at the *Sekolah Menengah Atas Negeri (SMAN) 2 Banguntapan* and *Sekolah Menengah Atas Negeri (SMAN) 1 Jetis*. The last few years Indonesia intensively discusses *Sekolah Berwawasan Lingkungan* by giving appreciation awards in the form of *Sekolah Adiwiyata* in either level *Kabupaten, Provinsi, Nasional* and *Sekolah Adiwiyata Mandiri*. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis as *Sekolah Adiwiyata Mandiri* certainly has implemented a number of policies related to the environment in each school. However, both of the schools, there are still environmental problems so that the attention of policy makers has not been realized to the maximum. There are the bad habits of teachers, employees, and students in schools, about littering. Teachers and school employees are already providing quite a lot of trash can with three categories, namely organic, anorganic, and paper, but the school community still do not pay attention about littering. They do not throw the garbage according to its category. From these habits raises the question of whether the schools have really care about the environment around the school.

In this research discusses the four aspects of the environment which is a stage of an institution, in this regard are SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis, in implementing of School Social Responsibility. The results of this research is SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis have a category of environmental awareness that is strong. The

environmental involvement SMAN 2 Banguntapan and SMA Negeri 1 Jetis has a very strong category. As a new *Sekolah Adiwiyata Mandiri*, SMA Negeri 2 Banguntapan has category of environmental reporting and environmental auditing is strong. It is different with SMA Negeri 1 Jetis that already become *Sekolah Adiwiyata Mandiri* for about three years. It has very strong category in environmental reporting and environmental auditing is strong. Here are the results of research related to four environmental aspects of School Social Responsibility at SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis:

1. Environmental awareness related to the implementation of School Social Responsibility in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The first phase should be done by the school in its planning to implementation of School Social Responsibility is to build awareness and commitment to the importance of caring for the environment. In this research, environmental awareness of SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis have a tendency in strong category. As a *Sekolah Berwawasan Lingkungan*, teachers and employees in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis agree and support if there are policies and regulations regarding the environment in school. This is evidenced by the appeals relating to the environment through environmental posters at school. Schools are also designed to always shady and cool with the planting and treatment of trees in the school

environment and preparing specific areas for greenhouse. Additionally, at school also provide trash can in each building and yard with three categories of trash can. The measures taken have been pursued by the leadership of the school, so that all, of the teachers, employees, and students can take care for the environment. Other conditions that cause the respondent's awareness on environmental issues, among others:

a. Suggestion of other schools

SMA Negeri 2 Banguntapan aware of the environmental importance of suggestion or encouragement given by other schools who had been *Sekolah Berwawasan Lingkungan* such as SMA Negeri 1 Jetis. SMA Negeri 1 Jetis are first concerned about the environment was also received suggestions from other schools to take care the environment, although it is more often to provide suggestions to other schools.

b. Suggestion of teachers and employees

The next condition is the suggestion of teachers and employees in schools. School be said to be concerned about the environment if teachers and employees aware about how important the environment is. In SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis, some teachers and employees become aware of the environment by creating and maintaining greenhouse in schools, carrying out routine activities such as social service clearing rubbish in public areas, minimizing the use of paper, and planting trees in the school

grounds. Unfortunately, both of the schools, teachers and employees are still lack of innovative in making environmental activities, so that existing activities fairly monotonous.

c. Suggestion of students

The suggestion of the students themselves are further conditions. Students in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis started to realize the importance of environment. Students learn to get used to not littering and put trash in its place, according to the category of trash can. In addition, students also familiarize themselves to maintain the cleanliness of the class to make it becomes comfortable for learning activities. However, unfortunately, there are still some students who throw litter and indifferent if they see a dirty environment. So that, if there is a teacher who ordered to clean up the student would do.

d. Suggestion of the environmental community

The suggestion of the environmental community also has a role in creating environmental awareness in schools. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis support from the environmental community is insufficient, because both of the schools could rarely interact with the communities existing environment.

- e. Support *Sumber Daya Manusia* (SDM) and *Sumber Daya Ekonomi* (SDE)

Support SDM and SDE became one of the conditions that contribute high enough to take care about the environment. *Sumber Daya Manusia* (SDM) SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis composed of teachers, employees and students have got a good understanding of environment from *Sekolah Adiwiyata* committee, *Badan Lingkungan Hidup*, as well as environmental community. This may be a provision for SDM schools to realize *Sekolah Berwawasan Lingkungan*. In addition, *Sumber Daya Ekonomi* (SDE) of both of the schools has been prepared specifically to manage the environment around the school. Spending on the environment are supposed to take care the plants that exist in the schools either in the yard or in the greenhouse, equipment purchase organic fertilizer as a means of student learning, the purchase of cleaning supplies such as soap hand washing, wash basin, and other equipment used to keep the environment clean.

- f. Realization of activities related to the environment

The latter condition is the realization of activities related to the school environment. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis has carried out several activities in the environment around the school. Realization of these activities can be seen from the implementation of communal work routine in the school every

Monday and Saturday, planting trees in the school for the new students, the collection of garbage in a public location, and other activities.

2. Environmental involvement related to implementation of School Social Responsibility in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The second step in implementing the School Social Responsibility is to get people in schools to participate in maintaining the environment. From this research, the category of environmental involvement of SMAN 2 Banguntapan is SMA Negeri 1 Jetis at a tendency very strong category. In this case, it can be concluded that as *Sekolah Berwawasan Lingkungan*, both of the schools has been successfully engaging the majority of teachers, employees, and students to participate in keeping the school environment. Conditions that cause the respondents involved in environmental issues, among others:

a. The existence of the environmental specialized team

One of the conditions *Sekolah Adiwiyata* is a school has a dedicated team environment. In SMA Negeri 2 Banguntapan, there are an environmental special team consists of students who joined the organization nature lovers, whereas in SMA Negeri 1 Jetis, the environmental special team consists of students in class XI IPA 2 and the class representative X.

b. The availability of funds for environment funds

Schools that care for the environment requires the allocation of special funds for the needs of the environment. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis allocated school fund to take care of the plants are pretty much in the school environment; schools also need funds to purchase equipment hygiene such as trash can, wash basin, hand soap and other equipment accordance with the standards of *Sekolah Adiwiyata*. As *Sekolah Adiwiyata Mandiri*, both of the schools should always be ready to provide a banquette to the other schools that will make a visit. Both of the schools also need to allocate funds for activities related to the environment such as social service clean up garbage, planting trees, and visit environmental education.

c. Supported of environmental programs or procedures that reduce the consumption of natural resources

As schools that care about the environment, SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis reduce the consumption of *Sumber Daya Alam* (SDA). Steps that are taken is by reducing paper usage and reduce vehicle emissions by providing rules for the student to turn off the engine when entering the school area. Unfortunately, the environmental programs in both of the schools still not up because there are still some people who do not comply with these rules.

- d. The availability of a special agreement/ MoU between the school and other parties related to the environment

SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis have a special deal with *Tim Sekolah Adiwiyata* and *Badan Lingkungan Hidup* to always keep the school environment clean. When it becomes a competitor *Sekolah Adiwiyata*, *Tim Sekolah Adiwiyata* will conduct an assessment to both of the schools. So, the schools should always prepare if *Tim Sekolah Adiwiyata* comes to assess. In addition, as *Sekolah Adiwiyata Mandiri*, both of the schools have a responsibility to build 10 schools in their area.

- e. The availability of investments related to the environment

Investments of environment in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis still not up. Both of schools are only focused on plant maintaining in schools. Both are not specifically address other environmental issues. Judging from the construction of infrastructure facilities such as sports equipment storage, laboratories, and other rooms lack of maintenance, so many amenities, facilities and infrastructures that are poorly maintained and dirty.

- f. Support environment related standards

Environmental standards in the *Sekolah Berwawasan Lingkungan* has been written in the handbook of the *Tim Sekolah Adiwiyata*. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis as schools who

passed *Sekolah Adiwiyata Mandiri* must have fulfilled the requirements established.

- g. The core competence in school to enter the environment as one of the considerations

The core competencies in school learning is influenced by existing learning curriculum, but as *Sekolah Berwawasan Lingkungan*, SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis still consider the environment for the implementation of environmental aspects of learning will be integrated.

- h. Supported of the learning process

Implementation of learning in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis always strived to incorporate environmental aspects. For example, the implementation of learning is occasionally held in the yard of the school so that students can blend with the environment, linking learning materials to the environment such as by giving examples and tasks, making the school as a learning laboratory, as well as implementing the learning outside the classroom by visiting many places that can provide environment related to knowledge for the students.

3. Environmental reporting related to implementation of School Social Responsibility in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The third phase to implement the School Social Responsibility is to report the activities and the usage of funds that have been issued by the school in order to preserve the environment. From the results of this research indicate that the level of environmental reporting SMA Negeri 2 Banguntapan have tendency strong category. While SMA Negeri 1 Jetis have tendency in very strong category. Environmental reporting is needed to determine what activities have been implemented by the school related to the environment. It is also used to determine the allocation of funds used by the school to the environment. Conditions that cause the respondents reporting on environmental issues, among others:

- a. The availability of environmental performance reports
- b. The availability of performance reports are reported continuously
- c. The availability of performance reports published
- d. The availability of the report environmental performance reports accompanying the publication

In terms of reporting, SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis create reports based on the policies of each school. This is because there is no specific format for environmental reports. SMA Negeri 1 Jetis has made a special financial report of environmental activities in detail. While the form of the financial statements of the

environmental activities of SMA Negeri 2 Banguntapan is only a list of school activities related to the environment and the total funds has not provided details. In addition to the financial statements, both of the schools could equally make a list of the activities which is then used as an environmental performance report.

4. Environmental auditing related to implementation of School Social Responsibility in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul

The last stage is the environmental auditing. Environmental auditing services to determine whether the reports that have been prepared by the school is in conformity with the reality. It is also used to evaluate the activities that have been undertaken of school related to the environment. Based on the research results, the category of environmental auditing in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis has strong tendency. Conditions that cause the respondents auditing on environmental issues, among others:

- a. The availability of audit report related to environmental sustainability and safety around
- b. The availability of audit the environmental performance of the *Badan Lingkungan Hidup* (BLH)

School performance audit related to the environment in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis are primarily done by an environmental responsible of the school. The results are then used to

evaluate and benchmark for allocation of funds and the action plan for the next period. *Badan Lingkungan Hidup* (BLH) local also needs to know the results of the environmental performance of both of schools to oversee the implementation and evaluation of activities. As a new *Sekolah Adiwiyata Mandiri*, SMA Negeri 2 Banguntapan does not carry out an environmental auditing to the fullest and have not seen significant because it has not carried out continuously.

From the explanation above, it can be seen that although both of the schools equally become *Sekolah Adiwiyata Mandiri*, it still have different levels of the implementation of environmental awareness, environmental involvement, environmental reporting and environmental auditing. These differences are as follows:

Table 39. Comparison Level of Implementation of School Social Responsibility

Aspect	SMAN 2 Banguntapan		SMAN 1 Jetis	
	Mean Value	Category	Mean Value	Category
Environmental Awareness	3,92	Strong	3,98	Strong
Environmental Involvement	4,34	Very Strong	4,50	Very Strong
Environmental Reporting	3,97	Strong	4,27	Very Strong
Environmental Auditing	3,49	Strong	4,18	Strong

Source: data processed

1. Environmental awareness

The outline of the environmental awareness in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis are the same, namely in strong category. Although both of the school have strong category, SMA Negeri 1 Jetis still has a higher implementation rate than SMA Negeri 2 Banguntapan. Based on each part of both of the schools also have some differences. The differences are shown in the philosophy of the early emergence of environmental awareness in schools. SMA Negeri 1 Jetis is more influenced by other schools to take care of the environment, while SMA Negeri 2 Banguntapan is more influenced by other schools. This is evidenced by the community board *Sekolah Adiwiyata Kabupaten Bantul* in each school included SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis. The board contains a thank you to SMA Negeri 1 Jetis who initiated as *Sekolah Berwawasan Lingkungan* in Bantul.

Activities related to the environment from both of the schools have a different focus. SMA Negeri 2 Banguntapan newly in 2015 awarded as *Sekolah Adiwiyata Mandiri* focus on school environment and activities visit. Routine activities are carried out that checks the environment of *Tim Adiwiyata Sekolah* every Tuesday. SMA Negeri 2 Banguntapan widely used as a model by other schools, so that SMA Negeri 2 Banguntapan preoccupied to socialize dealing with the environmental problems to the schools that make a visit. As for SMA Negeri 1 Jetis at this time is not too much the existence of visits from other schools that

are more focused on environmental education. In 2016, the activities realized by carrying out a visit to the *Museum Gunung Merapi* to find out the socioeconomic changes, the impact of Merapi eruption, and the utilization of volcanic material. Therefore, the students are better loving the environment and its impact on economic access.

2. Environmental involvement

Environmental involvement in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis are the same, namely in very strong category. Although both of the school have very strong category, SMA Negeri 1 Jetis still has a higher implementation rate than SMA Negeri 2 Banguntapan. Both of the schools have the same environmental involvement evidenced by the *Tim Adiwiyata Sekolah*. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis alike have *Tim Adiwiyata Sekolah* of teachers and students, but there are differences in the composition of its management. In SMA Negeri 1 Jetis, the teachers consist of a chairman, secretary and treasurer, while in SMAN 2 Banguntapan is only the chairman. While about the students, students who entered the *Tim Adiwiyata Sekolah* in SMA Negeri 2 Banguntapan are the students who join the nature lovers. *Tim Adiwiyata Sekolah* in SMA Negeri 1 Jetis are the students of class XI IPA 2 and a representative of class X. In this case it can be concluded that *Tim Adiwiyata* SMA Negeri 1 Jetis is more structured to make it clearer and easier in its management.

Both of the schools have been trying to implement programs to reduce the consumption of *Sumber Daya Alam*. However, since SMA Negeri 1 Jetis first focus on the environment that the programs were implemented even more than the SMA Negeri 2 Banguntapan. For example, in SMA Negeri 1 Jetis there is a policy that encouraged students to bring lunch either drink or food by using a dining that can be used repeatedly. This policy is not being implemented in SMA Negeri 2 Banguntapan.

The learning process in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis are not separated from the environment. In SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis environmental education is integrated on all of subject. This is indicated by the presence of the tasks given to students. For example, on *Bahasa Indonesia* subject, students had the task of creating articles, poems, and other tasks with an environmental theme. The Biology subject, learning process can be done in greenhouse. In addition to the main learning in class both of the schools have been equally applied learning outside the classroom, but with different intensities. SMA Negeri 1 Jetis more often implement this learning outside the classroom compared to SMA Negeri 2 Banguntapan. Learning outside the classroom can be *biopori* making training, composting training, socialization of the environmental community, and environmental education theme visits.

3. Environmental reporting

Environmental reporting in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis are the different. SMA Negeri 1 Jetis has a higher implementation rate than SMA Negeri 2 Banguntapan. There are differences in making the environmental reports in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis because there is no guidance or report format. SMA Negeri 1 Jetis through the treasurer *Tim Sekolah Adiwiyata* makes environmental report based on the income and expenditure of funds for each activity. The report made detailed. As for the environmental report in SMA Negeri 2 Banguntapan, has been done by making a list of activities that have been implemented and a total use of funds without any details. Whereas both of the schools alike made environmental reports for each month.

4. Environmental auditing

Environmental auditing in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis are the same, namely in strong category. Although both of the school have strong category, SMA Negeri 1 Jetis still has a higher implementation rate than SMA Negeri 2 Banguntapan. As a *Sekolah Adiwiyata* SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis always monitored its development by the *Badan Lingkungan Hidup* (BLH) *Kabupaten Bantul* and *Tim Adiwiyata*. Both of the school should be opened to environmental concerns with BLH and *Tim Adiwiyata* included in the environmental performance report. After becoming *Sekolah*

Adiwiyata Mandiri, both of the schools no longer receive regular visits from BLH and *Tim Adiwiyata* because it is already considered to be able to carry out its responsibilities as a *Sekolah Berwawasan Lingkungan*.

Therefore, in SMA Negeri 1 Jetis environmental auditing had been carried out of the school by means of submitting environmental reports to all of the teachers and employees in a special forum. Whereas, in SMA Negeri 2 Banguntapan there is no special assembly related to the activities and expenditure of funds for environmental activities. It makes, not all of the teachers and employees know about what activities that have been implemented and will be implemented as well as the amount of expenditure for the environment.

C. Limitation of Research

1. In this research, the instrument used to collect data just questionnaire. Researcher can not guarantee that all teachers and employees fill the questionnaire based on what they really feel. The questionnaire filling can be influenced by teachers and employees subjectivity factors and they want their school look good.
2. There was many invalid statement questionnaire. The instrument should be fixed to increase its capability in catching phenomena.
3. Researcher not be allowed for asking the environmental reporting of the school. So, in this research did not attach the environmental reporting as evidence that the school has made the environmental reporting.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on these data and the results of the analysis that has been carried out, the conclusions of this research are:

1. Environmental awareness SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis related to School Social Responsibility in the tendency of strong category. This is shown by the results of research that showed the mean value is 3,93 for SMA Negeri 2 Banguntapan and 3,98 for SMA Negeri 1 Jetis.
2. Environmental involvement SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis related to School Social Responsibility in the tendency of very strong category. This is shown by the results of the research that showed the mean value is 4,34 for SMA Negeri 2 Banguntapan and 4,50 for SMA Negeri 1 Jetis.
3. Environmental reporting related to School Social Responsibility in SMA Negeri 2 Banguntapan in the tendency of strong category and SMA Negeri 1 Jetis in the tendency of very strong category. This is shown by the results of research that showed the mean value is 3,97 for SMA Negeri 2 Banguntapan and 4,27 for SMA Negeri 1 Jetis.
4. Environmental auditing SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis related to School Social Responsibility in the tendency of strong category. This is shown by the results of research that showed the mean

value is 3,49 for SMA Negeri 2 Banguntapan and 4,18 for SMA Negeri 1 Jetis.

B. Suggestion

Based on the research that has been done, researcher gave the following advices:

1. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis need to provide direction and create conducive conditions to make the students able to participate in maintaining the environment.
2. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis need to establish good cooperation with the environmental community to contribute in keeping the cleanliness of the environment around the school.
3. SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis need to maintain the existing infrastructure. Therefore, it can be used continuously as an investment in the school to be used in future.
4. SMA Negeri 2 Banguntapan need to conduct an audit of the environmental performance of *Tim Adiwiyata Sekolah* with all of the teachers and school employees. Therefore, they can carry out the periodical evaluation.
5. A further research should use interview method with the teachers involved. So, the data acquired more detail.
6. A further research should attach the documents as evidence that the school did perform.

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APPENDICES

Appendix 1. Questionnaire

UJI INSTRUMEN PENELITIAN

Implementation of School Social Responsibility (SSR) in
SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis
Kabupaten Bantul

Data Responden:

Jabatan di sekolah (pilih salah satu) :

a. Guru (Mata Pelajaran.....)

b. Karyawan (Bagian.....)

Pendidikan Terakhir :

Pengalaman di sekolah : tahun

Petunjuk pengisian Kuesioner:

Kuesioner terdiri dari empat bagian yaitu Kepedulian Lingkungan (*Environmental Awareness*), Keterlibatan Lingkungan (*Environmental Involvement*), Pelaporan Lingkungan (*Environmental Reporting*), dan Audit Lingkungan (*Environmental Auditing*). Mohon dibaca setiap item di bawah ini dan diberi tanggapan menurut tingkat keyakinan anda dengan memberikan tanda *tich mark* (✓) pada skala berikut ini:

Pilihan Jawaban	Makna
A	Anda tidak setuju dan secara <i>riil</i> item itu tidak ada di sekolah Anda
B	Anda tidak setuju jika item itu ada di sekolah Anda
C	Anda tidak tahu mengenai item tersebut
D	Anda setuju jika item itu ada di sekolah Anda
E	Anda setuju dan secara <i>riil</i> ada di sekolah Anda

Environmental Awareness

No	Pernyataan	A	B	C	D	E
1	Di sekolah Anda terdapat kebijakan tentang perhatian kepada lingkungan hidup sekitar					
2	Terdapat kebijakan yang dibuat pimpinan sekolah mengenai lingkungan hidup di sekolah Anda					
3	Terdapat pengaruh dari sekolah lain mengenai kebijakan lingkungan hidup di sekolah Anda					
4	Kebijakan mengenai lingkungan hidup di sekolah anda muncul karena keinginan dari pihak dalam sekolah sendiri					
5	Kebijakan mengenai lingkungan hidup di sekolah Anda muncul karena adanya keinginan dari karyawan atau guru di sekolah					
6	Kebijakan mengenai lingkungan hidup di sekolah Anda muncul karena adanya keinginan dari siswa					
7	Kebijakan mengenai lingkungan hidup di sekolah Anda muncul karena adanya permintaan dari Badan Lingkungan Hidup					
8	Kebijakan mengenai lingkungan hidup di sekolah Anda muncul karena adanya permintaan dari komunitas lingkungan					

No	Pernyataan	A	B	C	D	E
9	Kebijakan mengenai kegiatan sekolah yang ramah lingkungan adalah tujuan utama sekolah Anda dengan didukung SDM dan SDE					
10	Sekolah Anda memiliki rencana kegiatan yang dikaitkan dengan tanggungjawab lingkungan hidup					
11	Sekolah Anda merealisasikan rencana kegiatan terkait dengan lingkungan hidup					

Environmental Involvement

No	Pernyataan	A	B	C	D	E
1	Terdapat tim khusus pengelola lingkungan hidup di sekolah Anda					
2	Terdapat alokasi anggaran dana untuk perlindungan lingkungan hidup di sekolah Anda					
3	Terdapat program atau prosedur yang mengurangi konsumsi SDA					
4	Terdapat kesepakatan khusus/ MoU antara sekolah Anda dengan pihak lain terkait lingkungan hidup					
5	Terdapat investasi terkait lingkungan hidup yang dilakukan sekolah Anda					
6	Di sekolah Anda terdapat upaya pencapaian standar dengan mempertimbangkan aspek lingkungan hidup					

No	Pernyataan	A	B	C	D	E
7	Sekolah Anda mematuhi standar terkait lingkungan hidup					
8	Kompetensi Inti di sekolah Anda memasukkan lingkungan hidup sebagai salah satu pertimbangan					
9	Di sekolah Anda proses belajar mengajar dipengaruhi aspek lingkungan hidup					

Environmental Reporting

No	Pernyataan	A	B	C	D	E
1	Di sekolah Anda terdapat laporan kinerja lingkungan hidup yang mengalokasikan biaya khusus untuk lingkungan hidup					
2	Di sekolah Anda terdapat laporan kinerja lingkungan hidup yang dilaporkan secara kontinyu					
3	Di sekolah Anda laporan kinerja lingkungan dipublikasikan					
4	Di sekolah Anda terdapat laporan kinerja lingkungan hidup melampaui publikasi					

Environmental Auditing

No	Pernyataan	A	B	C	D	E
1	Sekolah Anda melakukan audit atas kinerja sekolah yang terkait dengan kelestarian dan keselamatan lingkungan hidup sekitar					
2	Di sekolah Anda terdapat audit kinerja lingkungan hidup dari Badan Lingkungan Hidup					

__TERIMAKASIH__

Appendix 2. Validity and Reliability Test

Validity of Environmental Awareness

Table of the questionnaire result from respondents to measure the validity and reliability of the items in environmental awareness questionnaire:

Respondents	Statement grains scores											Total
	1	2	3	4	5	6	7	8	9	10	11	
1	5	4	2	5	5	2	2	2	5	5	5	42
2	5	5	4	4	4	4	3	5	5	5	5	49
3	5	5	4	5	4	5	3	4	5	5	5	50
4	4	4	3	5	4	4	4	3	4	4	4	43
5	5	5	5	5	5	5	1	1	5	5	5	47
6	5	5	5	5	5	5	2	4	5	5	5	51
7	5	5	4	5	5	5	3	5	5	5	5	52
8	4	5	5	4	5	3	4	3	4	4	5	46
9	5	4	4	5	5	5	4	5	5	5	5	52
10	4	5	3	5	5	3	3	3	5	5	5	46
11	5	5	4	4	1	1	5	5	5	5	5	45
12	5	5	5	5	5	5	4	4	5	5	5	53
13	5	5	5	5	5	5	3	4	5	5	5	52
14	5	4	5	5	5	4	4	4	5	5	5	51
15	5	5	5	5	5	4	4	4	5	5	5	52
16	5	5	4	5	4	4	1	5	5	5	5	48
17	5	5	4	5	4	4	1	1	5	5	4	43
18	5	5	4	4	4	4	1	1	5	5	5	43
19	5	5	3	5	4	5	3	5	5	5	5	50
20	5	5	3	4	3	3	3	3	4	5	5	43
21	5	5	1	5	2	3	3	3	5	5	5	42
22	5	5	3	5	5	5	3	3	5	5	5	49
23	5	5	3	5	5	5	3	3	5	5	5	49
24	4	5	5	4	5	5	3	5	5	5	5	51
25	4	5	3	5	3	3	3	3	4	3	5	41
26	5	5	3	5	5	4	3	3	5	5	5	48
27	5	4	5	5	4	3	3	2	3	4	5	43
28	5	5	3	5	5	4	3	3	5	5	5	48
29	5	5	3	5	3	3	3	2	5	5	5	44
30	5	5	3	5	5	5	3	3	5	5	5	49

SPSS Results of Validity Test of Environmental Awareness Questionnaire:

Correlations

		VAR0000 1	VAR0000 2	VAR0000 3	VAR0000 4	VAR0000 5	VAR0000 6	VAR0000 7	VAR0000 8	VAR0000 9	VAR0001 0	VAR0001 1	total
VAR0000 1	Pearson Correlation	1	,040	-,015	,224	-,044	,173	-,217	-,012	,376*	,625**	,239	,246
	Sig. (2-tailed)		,834	,939	,235	,815	,360	,250	,949	,041	,000	,203	,190
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR0000 2	Pearson Correlation	,040	1	-,015	-,224	-,133	,173	-,217	,061	,376*	,230	,239	,147
	Sig. (2-tailed)	,834		,939	,235	,482	,360	,250	,749	,041	,221	,203	,437
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR0000 3	Pearson Correlation	-,015	-,015	1	-,196	,360	,316	,052	,201	-,096	-,012	,070	,518**
	Sig. (2-tailed)	,939	,939		,300	,051	,089	,785	,286	,614	,950	,714	,003
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR0000 4	Pearson Correlation	,224	-,224	-,196	1	,315	,323	-,121	-,123	,140	,000	-,134	,169
	Sig. (2-tailed)	,235	,235	,300		,090	,082	,524	,519	,461	1,000	,481	,371
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR0000 5	Pearson Correlation	-,044	-,133	,360	,315	1	,642**	-,151	-,008	,195	,183	,080	,587**
	Sig. (2-tailed)	,815	,482	,051	,090		,000	,424	,966	,302	,333	,675	,001
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR0000 6	Pearson Correlation	,173	,173	,316	,323	,642**	1	-,201	,211	,339	,285	,000	,718**
	Sig. (2-tailed)	,360	,360	,089	,082	,000		,287	,263	,067	,127	1,000	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30

VAR00007	Pearson Correlation	-,217	-,217	,052	-,121	-,151	-,201	1	,501**	-,174	-,178	,120	,255
	Sig. (2-tailed)	,250	,250	,785	,524	,424	,287		,005	,357	,347	,527	,174
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	-,012	,061	,201	-,123	-,008	,211	,501**	1	,240	,170	,298	,648**
	Sig. (2-tailed)	,949	,749	,286	,519	,966	,263	,005		,201	,369	,109	,000
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR00009	Pearson Correlation	,376*	,376*	-,096	,140	,195	,339	-,174	,240	1	,772**	,168	,489**
	Sig. (2-tailed)	,041	,041	,614	,461	,302	,067	,357	,201		,000	,374	,006
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR00010	Pearson Correlation	,625**	,230	-,012	,000	,183	,285	-,178	,170	,772**	1	,196	,465**
	Sig. (2-tailed)	,000	,221	,950	1,000	,333	,127	,347	,369	,000		,298	,010
	N	30	30	30	30	30	30	30	30	30	30	30	30
VAR00011	Pearson Correlation	,239	,239	,070	-,134	,080	,000	,120	,298	,168	,196	1	,323
	Sig. (2-tailed)	,203	,203	,714	,481	,675	1,000	,527	,109	,374	,298		,082
	N	30	30	30	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	,246	,147	,518**	,169	,587**	,718**	,255	,648**	,489**	,465**	,323	1
	Sig. (2-tailed)	,190	,437	,003	,371	,001	,000	,174	,000	,006	,010	,082	
	N	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of Environmental Involvement

Table of the questionnaire result from respondents to measure the validity and reliability of the items in environmental involvement questionnaire:

Respondents	Statement grains scores									Total
	1	2	3	4	5	6	7	8	9	
1	5	3	5	3	3	5	5	5	4	38
2	5	5	4	5	4	5	5	5	5	43
3	5	4	5	5	5	5	4	5	4	42
4	5	3	3	4	4	4	5	5	5	38
5	5	5	5	5	5	5	5	5	5	45
6	5	5	5	5	5	5	5	5	5	45
7	5	5	4	5	4	5	5	4	4	41
8	4	5	4	5	5	5	5	5	5	43
9	5	4	5	4	5	5	5	5	5	43
10	5	5	5	5	5	5	5	5	5	45
11	5	5	5	5	5	5	5	5	5	45
12	5	5	4	5	4	5	5	5	5	43
13	5	5	4	5	4	4	5	5	5	42
14	5	5	4	5	4	5	5	5	5	43
15	5	5	5	5	5	4	5	5	5	44
16	5	5	5	5	5	5	5	5	5	45
17	4	4	4	4	1	4	5	5	5	36
18	5	5	5	5	5	5	5	5	5	45
19	5	5	5	5	5	4	5	5	5	44
20	5	5	3	3	3	4	4	4	4	35
21	5	5	5	3	3	5	3	5	5	39
22	5	5	5	5	5	5	5	5	5	45
23	5	5	3	5	3	5	3	5	5	39
24	5	5	5	5	5	5	5	5	5	45
25	4	4	3	4	3	5	4	4	4	35
26	5	3	5	5	3	4	4	4	5	38
27	5	4	3	4	3	5	4	4	5	37
28	5	5	3	3	3	5	4	4	5	37
29	4	4	3	3	4	5	5	5	4	37
30	5	5	3	5	3	5	4	5	5	40

SPSS Results of Validity Test of Environmental Involvement Questionnaire:

Correlations											
		VAR0000 1	VAR0000 2	VAR0000 3	VAR0000 4	VAR0000 5	VAR0000 6	VAR0000 7	VAR0000 8	VAR0000 9	total
VAR0000 1	Pearson Correlation	1	,207	,341	,257	,302	,015	-,076	,049	,294	,402*
	Sig. (2-tailed)		,272	,065	,171	,104	,935	,691	,797	,115	,028
	N	30	30	30	30	30	30	30	30	30	30
VAR0000 2	Pearson Correlation	,207	1	,107	,395*	,366*	,261	,050	,201	,327	,543**
	Sig. (2-tailed)	,272		,573	,031	,047	,163	,794	,287	,078	,002
	N	30	30	30	30	30	30	30	30	30	30
VAR0000 3	Pearson Correlation	,341	,107	1	,388*	,574**	,059	,364*	,434*	,237	,712**
	Sig. (2-tailed)	,065	,573		,034	,001	,756	,048	,016	,207	,000
	N	30	30	30	30	30	30	30	30	30	30
VAR0000 4	Pearson Correlation	,257	,395*	,388*	1	,537**	,052	,325	,327	,436*	,737**
	Sig. (2-tailed)	,171	,031	,034		,002	,787	,080	,077	,016	,000
	N	30	30	30	30	30	30	30	30	30	30
VAR0000 5	Pearson Correlation	,302	,366*	,574**	,537**	1	,251	,508**	,427*	,180	,856**
	Sig. (2-tailed)	,104	,047	,001	,002		,181	,004	,019	,340	,000
	N	30	30	30	30	30	30	30	30	30	30
VAR0000 6	Pearson Correlation	,015	,261	,059	,052	,251	1	-,074	,118	-,079	,269
	Sig. (2-tailed)	,935	,163	,756	,787	,181		,698	,534	,679	,150
	N	30	30	30	30	30	30	30	30	30	30

VAR00007	Pearson Correlation	-,076	,050	,364*	,325	,508**	-,074	1	,386*	,110	,544**
	Sig. (2-tailed)	,691	,794	,048	,080	,004	,698		,035	,562	,002
	N	30	30	30	30	30	30	30	30	30	30
VAR00008	Pearson Correlation	,049	,201	,434*	,327	,427*	,118	,386*	1	,375*	,598**
	Sig. (2-tailed)	,797	,287	,016	,077	,019	,534	,035		,041	,000
	N	30	30	30	30	30	30	30	30	30	30
VAR00009	Pearson Correlation	,294	,327	,237	,436*	,180	-,079	,110	,375*	1	,475**
	Sig. (2-tailed)	,115	,078	,207	,016	,340	,679	,562	,041		,008
	N	30	30	30	30	30	30	30	30	30	30
total	Pearson Correlation	,402*	,543**	,712**	,737**	,856**	,269	,544**	,598**	,475**	1
	Sig. (2-tailed)	,028	,002	,000	,000	,000	,150	,002	,000	,008	
	N	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Validity of Environmental Reporting

Table of the questionnaire result from respondents to measure the validity and reliability of the items in environmental reporting questionnaire:

Respondents	Statement grains scores				Total
	1	2	3	4	
1	3	5	4	5	17
2	5	5	5	5	20
3	4	4	4	4	16
4	4	4	4	4	16
5	5	5	5	5	20
6	5	5	5	5	20
7	4	4	4	4	16
8	5	5	5	5	20
9	4	5	5	5	19
10	5	5	4	4	18
11	5	5	5	5	20
12	4	4	4	4	16
13	4	4	4	4	16
14	5	5	4	4	18
15	5	5	4	4	18
16	5	5	5	5	20
17	5	5	5	5	20
18	5	5	5	5	20
19	5	5	5	5	20
20	3	3	3	3	12
21	5	4	3	3	15
22	3	4	4	3	14
23	5	4	5	5	19
24	5	5	3	3	16
25	3	3	4	4	14
26	3	3	3	3	12
27	4	3	3	3	13
28	3	3	3	3	12
29	3	3	3	3	12
30	5	4	5	4	18

SPSS Results of Validity Test of Environmental Reporting Questionnaire:

		Correlations				
		VAR00001	VAR00002	VAR00003	VAR00004	total
VAR00001	Pearson Correlation	1	,742**	,599**	,543**	,821**
	Sig. (2-tailed)		,000	,000	,002	,000
	N	30	30	30	30	30
VAR00002	Pearson Correlation	,742**	1	,686**	,731**	,895**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	30	30	30	30	30
VAR00003	Pearson Correlation	,599**	,686**	1	,922**	,907**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	30	30	30	30	30
VAR00004	Pearson Correlation	,543**	,731**	,922**	1	,905**
	Sig. (2-tailed)	,002	,000	,000		,000
	N	30	30	30	30	30
total	Pearson Correlation	,821**	,895**	,907**	,905**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Validity of Environmental Auditing

Table of the questionnaire result from respondents to measure the validity and reliability of the items in environmental auditing questionnaire:

Respondents	Statement grains scores		Total
	1	2	
1	3	3	6
2	5	5	10
3	4	4	8
4	4	4	8
5	5	5	10
6	5	5	10
7	4	4	8
8	5	5	10
9	5	4	9
10	3	5	8
11	5	5	10
12	4	4	8
13	4	4	8
14	4	4	8
15	4	4	8
16	5	5	10
17	5	5	10
18	5	5	10
19	5	5	10
20	4	3	7
21	5	3	8
22	4	4	8
23	5	4	9
24	5	3	8
25	4	3	7
26	4	4	8
27	3	3	6
28	4	4	8
29	4	4	8
30	5	4	9

SPSS Results of Validity Test of Environmental Auditing Questionnaire:

Correlations

		VAR00001	VAR00002	total
VAR00001	Pearson Correlation	1	,461	,841**
	Sig. (2-tailed)		,010	,000
	N	30	30	30
VAR00002	Pearson Correlation	,461	1	,868**
	Sig. (2-tailed)	,010		,000
	N	30	30	30
total	Pearson Correlation	,841**	,868**	1
	Sig. (2-tailed)	,000	,000	
	N	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

SPSS Results of Reliability Test of Environmental Awareness Questionnaires:

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100,0		
	Excluded ^a	0	,0	,620	6
	Total	30	100,0		

a. Listwise deletion based on all variables in the procedure.

SPSS Results of Reliability Test of Environmental Involvement Questionnaires:

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100,0		
	Excluded ^a	0	,0	,771	8
	Total	30	100,0		

a. Listwise deletion based on all variables in the procedure.

SPSS Results of Reliability Test of Environmental Reporting Questionnaires:

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100,0		
	Excluded ^a	0	,0	,904	4
	Total	30	100,0		

a. Listwise deletion based on all variables in the procedure.

SPSS Results of Reliability Test of Environmental Auditing Questionnaires:

Case Processing Summary				Reliability Statistics	
		N	%	Cronbach's Alpha	N of Items
Cases	Valid	30	100,0		
	Excluded ^a	0	,0	,630	2
	Total	30	100,0		

a. Listwise deletion based on all variables in the procedure.

Appendix 3. Data Research

Respondents' Data of Environmental Awareness in SMAN 2 Banguntapan:

Respondents	Statement grains scores						Total
	1	2	3	4	5	6	
1	5	5	5	5	5	5	30
2	5	5	4	3	5	5	27
3	4	3	3	3	4	4	21
4	4	5	5	5	5	5	29
5	3	5	4	1	5	5	23
6	4	4	4	4	4	4	24
7	4	4	4	4	4	5	25
8	4	4	4	3	4	4	23
9	5	5	4	2	4	5	25
10	4	4	4	3	4	4	23
11	3	5	4	1	5	5	23
12	4	1	1	1	1	5	13
13	4	1	1	1	1	5	13
14	4	4	4	4	5	4	25
15	4	5	4	4	4	4	25
16	4	5	5	5	5	5	29
17	5	4	4	4	5	4	26
18	5	4	4	4	4	4	25
19	4	4	4	4	4	4	24
20	5	5	4	2	4	5	25
21	5	5	4	4	4	5	27
22	4	4	4	3	4	4	23
23	3	5	4	1	5	5	23
24	5	5	4	3	4	4	25
25	4	4	4	3	4	4	23
26	4	4	3	3	4	4	22
27	4	1	1	1	1	5	13
28	4	5	5	4	5	5	28
29	2	5	5	3	5	5	25
30	4	5	5	4	5	5	28
31	5	5	4	5	4	5	28
32	5	5	5	5	5	5	30
33	4	5	5	4	5	5	28
34	5	4	4	5	5	5	28

35	4	4	4	3	4	4	23
36	4	5	5	4	5	5	28
37	2	4	3	2	5	4	20
38	4	4	3	3	4	5	23
39	4	4	4	3	4	4	23
40	4	4	4	3	4	4	23
41	4	4	4	4	4	4	24
42	4	5	5	5	5	5	29
43	4	4	4	3	4	4	23
44	4	4	4	3	4	4	23
45	4	4	3	3	2	4	20
46	4	2	2	2	3	4	17
47	4	4	4	2	4	4	22
48	4	2	2	2	2	5	17
49	3	4	4	4	4	4	23
50	4	4	4	3	4	4	23
51	4	4	4	2	4	4	22
52	4	2	2	2	2	5	17
53	4	4	4	3	4	4	23
54	3	3	3	3	3	3	18
55	4	4	5	4	4	4	25
Total	222	223	210	174	221	245	1295
Percentage	17,14%	17,22%	16,22%	13,44%	17,07%	18,92%	100,00%
Mean Value	4,04	4,05	3,82	3,16	4,02	4,45	
Category	Strong	Strong	Strong	Moderate	Strong	Very Strong	
Total Mean	3,92						
Category	Strong						

Table Distribution of Environmental Awareness value in SMAN 2 Banguntapan:

Distribution Value	S1	S2	S3	S4	S5	S6	Total	Percentage
Value 1	0	3	3	6	3	3	18	5,45%
Value 2	2	3	3	8	3	3	22	6,67%
Value 3	5	2	6	19	2	2	36	10,91%
Value 4	37	27	32	15	29	29	169	51,21%
Value 5	11	20	11	7	18	18	85	25,76%
Total	55	55	55	55	55	55	330	100,00%

Respondents' Data of Environmental Involvement in SMAN 2 Banguntapan:

Respondent s	Statement grains scores								Total
	1	2	3	4	5	6	7	8	
1	5	5	5	5	5	5	5	5	40
2	5	5	5	5	5	5	4	5	39
3	5	3	4	3	3	4	4	4	30
4	4	4	4	4	4	4	4	4	32
5	5	5	5	5	5	5	5	5	40
6	5	4	5	5	4	4	4	4	35
7	5	5	5	5	4	4	4	4	36
8	5	4	4	5	4	4	4	4	34
9	4	4	5	5	5	5	5	4	37
10	5	4	5	5	5	5	4	4	37
11	5	5	5	5	5	5	5	5	40
12	4	5	4	5	3	5	4	4	34
13	4	5	4	5	3	5	4	4	34
14	5	4	5	4	5	4	4	4	35
15	4	4	5	5	4	5	4	4	35
16	4	5	2	4	4	5	5	4	33
17	5	4	4	5	4	4	4	4	34
18	4	4	5	4	4	4	4	4	33
19	5	4	4	5	4	4	4	4	34
20	5	5	5	5	5	5	5	4	39
21	4	4	4	4	5	5	5	4	35
22	5	4	3	5	3	4	4	4	32
23	5	5	5	5	5	5	5	5	40
24	4	4	5	5	4	4	5	4	35
25	5	4	4	5	4	4	4	4	34
26	5	4	5	5	4	4	4	4	35
27	4	5	4	5	3	5	4	4	34
28	5	5	5	5	4	4	4	4	36
29	5	5	5	4	5	4	4	4	36
30	5	5	5	5	4	4	4	4	36
31	5	5	4	5	4	5	5	4	37
32	5	5	5	4	4	5	5	4	37
33	4	4	5	5	4	4	4	4	34
34	5	5	4	5	4	4	4	4	35
35	5	4	5	5	4	4	4	4	35

36	5	5	5	5	4	4	4	4	36
37	2	3	4	2	3	4	4	4	26
38	5	4	5	5	4	4	4	4	35
39	5	4	5	5	4	4	4	4	35
40	5	4	5	5	4	4	4	4	35
41	5	5	5	5	4	4	5	4	37
42	5	5	5	5	5	5	5	5	40
43	5	4	3	5	3	4	4	4	32
44	5	4	5	5	4	4	4	4	35
45	4	5	4	5	3	5	4	4	34
46	4	5	5	4	4	4	4	4	34
47	4	4	2	4	2	4	4	4	28
48	5	4	5	4	3	5	4	4	34
49	4	4	5	5	4	4	4	4	34
50	4	4	2	4	2	4	5	5	30
51	4	4	4	4	2	4	4	4	30
52	4	5	4	5	3	5	4	4	34
53	4	4	4	5	3	5	4	4	33
54	4	4	3	4	3	4	4	3	29
55	5	5	5	5	4	4	4	4	36
Total	252	242	243	257	214	241	234	226	1909
Percentage	13,20 %	12,68 %	12,73 %	13,46 %	11,21 %	12,62 %	12,26 %	11,84 %	100,00 %
Mean Value	4,58	4,40	4,42	4,67	3,98	4,38	4,25	4,11	
Category	Very Stron g	Very Stron g	Stron g	Very Stron g	Stron g	Very Stron g	Very Stron g	Stron g	
Total Mean	4,34								
Category	Very Strong								

Table Distribution of Environmental Involvement value in SMAN 2

Banguntapan:

Distribution Value	S1	S2	S3	S4	S5	S6	S7	S8	Total	Persentase
Value 1	0	0	0	0	0	0	0	0	0	0,00%
Value 2	1	0	3	1	3	0	0	0	8	1,82%
Value 3	0	2	3	1	12	0	0	1	19	4,32%
Value 4	20	29	17	13	28	34	41	47	229	52,05%
Value 5	34	24	32	40	12	21	14	7	184	41,82%
Total	55	55	55	55	55	55	55	55	440	100,00%

Respondents' Data of Environmental Reporting in SMAN 2 Banguntapan:

Respondents	Statement grains scores				Total
	1	2	3	4	
1	5	5	5	5	20
2	3	3	4	4	14
3	3	3	3	3	12
4	5	4	5	4	18
5	5	5	5	5	20
6	4	4	4	3	15
7	4	4	4	4	16
8	4	4	4	3	15
9	5	5	4	5	19
10	5	5	4	3	17
11	5	5	5	5	20
12	5	5	3	3	16
13	5	5	3	3	16
14	3	4	4	3	14
15	4	4	4	3	15
16	5	5	4	4	18
17	4	4	4	4	16
18	4	4	4	4	16
19	4	4	4	4	16
20	5	5	4	5	19
21	5	5	4	5	19
22	4	3	3	3	13
23	5	5	5	5	20
24	4	4	4	4	16
25	4	4	4	4	16
26	5	4	4	4	17
27	5	5	3	3	16
28	4	3	3	3	13
29	4	3	3	3	13
30	4	3	3	3	13
31	5	4	5	5	19
32	4	4	4	4	16
33	4	3	3	3	13
34	4	4	4	4	16
35	5	4	4	4	17

36	4	4	4	4	16
37	2	2	3	3	10
38	4	4	4	3	15
39	4	4	4	4	16
40	3	4	3	3	13
41	4	4	4	4	16
42	5	5	5	5	20
43	4	3	3	3	13
44	4	3	3	3	13
45	5	4	4	4	17
46	4	4	4	4	16
47	5	4	5	4	18
48	4	4	3	3	14
49	4	3	4	3	14
50	5	4	5	4	18
51	4	4	4	4	16
52	5	5	3	3	16
53	5	4	4	4	17
54	3	3	3	4	13
55	4	3	3	3	13
Total	235	220	212	206	873
Presentage	26,92%	25,20%	24,28%	23,60%	100,00%
Mean Value	4,27	4,00	3,85	3,75	
Category	Very Strong	Strong	Strong	Strong	
Total Mean	3,97				
Category	Strong				

Table Distribution of Environmental Reporting value in SMAN 2 Banguntapan:

Distribution Value	S1	S2	S3	S4	Total	Persentase
Value 1	0	0	0	0	0	0,00%
Value 2	1	1	0	0	2	0,91%
Value 3	5	12	17	23	57	25,91%
Value 4	27	28	29	23	107	48,64%
Value 5	22	14	9	9	54	24,55%
Total	55	55	55	55	220	100,00%

Respondents' Data of Environmental Auditing in SMAN 2 Banguntapan:

Respondents	Statement grains scores		Total
	1	2	
1	5	5	10
2	4	4	8
3	3	3	6
4	3	3	6
5	5	5	10
6	4	3	7
7	4	3	7
8	4	3	7
9	4	4	8
10	4	3	7
11	5	5	10
12	3	3	6
13	3	3	6
14	4	3	7
15	4	3	7
16	3	4	7
17	4	3	7
18	4	4	8
19	3	3	6
20	4	4	8
21	4	4	8
22	3	3	6
23	5	5	10
24	4	3	7
25	4	3	7
26	4	3	7
27	3	3	6
28	3	3	6
29	3	3	6
30	3	3	6
31	5	5	10
32	4	4	8
33	4	3	7
34	4	4	8
35	4	3	7

36	4	3	7
37	2	2	4
38	4	3	7
39	4	3	7
40	3	3	6
41	4	3	7
42	3	3	6
43	3	3	6
44	3	3	6
45	3	3	6
46	3	3	6
47	4	3	7
48	3	3	6
49	4	3	7
50	3	3	6
51	5	4	9
52	3	3	6
53	3	3	6
54	3	3	6
55	3	3	6
Total	201	183	384
Presentage	52,34%	47,66%	100,00%
Mean Value	3,65	3,33	
Category	Strong	Moderate	
Total Mean	3,49		
Category	Strong		

Table Distribution of Environmental Auditing value in SMAN 2 Banguntapan:

Distribution Value	S1	S2	Total	Persentase
Value 1	0	0	0	0,00%
Value 2	1	1	2	1,82%
Value 3	23	40	63	57,27%
Value 4	25	9	34	30,91%
Value 5	6	5	11	10,00%
Total	55	55	110	100,00%

Respondents' Data of Environmental Awareness in SMAN 1 Jetis:

Respondents	Statement grains scores						Total
	1	2	3	4	5	6	
1	1	5	5	5	4	4	24
2	4	5	4	1	5	5	24
3	4	5	4	1	5	5	24
4	4	5	4	4	4	5	26
5	4	4	3	3	4	4	22
6	4	5	5	1	5	5	25
7	4	5	5	4	5	5	28
8	5	4	5	1	5	5	25
9	4	5	5	2	5	5	26
10	5	4	5	1	5	5	25
11	2	4	4	2	4	4	20
12	2	4	4	2	4	4	20
13	5	4	5	1	5	5	25
14	4	5	4	4	5	5	27
15	5	5	4	5	5	5	29
16	4	5	4	1	5	5	24
17	4	5	4	1	5	5	24
18	4	4	3	3	4	4	22
19	2	5	5	2	4	4	22
20	4	4	4	4	4	4	24
21	1	5	5	2	5	5	23
22	5	4	5	4	5	5	28
23	1	5	5	1	5	5	22
24	4	5	4	1	5	5	24
25	4	5	4	1	5	5	24
26	4	5	4	1	5	5	24
27	4	4	4	2	4	4	22
28	4	4	4	2	4	4	22
29	4	4	4	2	4	4	22
30	4	4	4	2	5	4	23
31	5	5	5	5	5	5	30
32	2	5	4	5	5	5	26
33	1	5	5	1	5	5	22
34	1	5	5	1	5	5	22
35	1	5	5	1	5	5	22

36	4	5	4	1	5	5	24
37	4	4	5	5	4	4	26
38	4	4	5	5	4	4	26
39	4	4	4	4	5	5	26
40	4	4	4	4	5	5	26
41	2	4	4	4	5	5	24
42	2	4	4	4	5	5	24
43	2	4	4	4	5	5	24
44	4	5	4	1	5	5	24
45	2	4	4	4	5	5	24
46	4	5	4	1	5	5	24
47	4	2	2	3	5	3	19
48	5	4	3	4	5	4	25
49	5	4	4	3	3	5	24
50	4	2	2	3	5	3	19
51	5	4	3	3	2	4	21
52	5	4	3	4	5	4	25
53	4	2	2	3	5	3	19
54	2	4	4	4	5	5	24
55	4	4	3	3	4	4	22
Total	194	239	225	146	256	252	1312
Presentage	14,79%	18,22%	17,15%	11,13%	19,51%	19,21%	100,00%
Mean Value	3,53	4,35	4,09	2,65	4,65	4,58	
Category	Strong	Very Strong	Strong	Moderate	Very Strong	Very Strong	
Total Mean	3,92						
Category	Strong						

Table Distribution of Environmental Awareness value in SMAN 1 Jetis:

Distribution Value	S1	S2	S3	S4	S5	S6	Total	Persentase
Value 1	6	0	0	18	0	0	24	7,27%
Value 2	9	3	3	9	1	0	25	7,58%
Value 3	0	0	6	8	1	3	18	5,45%
Value 4	30	27	29	14	14	17	131	39,70%
Value 5	10	25	17	6	39	35	132	40,00%
Total	55	55	55	55	55	55	330	100,00%

Respondents' Data of Environmental Involvement in SMAN 1 Jetis:

Respondents	Statement grains scores								Total
	1	2	3	4	5	6	7	8	
1	5	5	5	5	5	4	5	5	39
2	5	5	4	4	4	4	4	5	35
3	5	5	4	4	4	4	5	5	36
4	5	5	4	5	4	4	4	5	36
5	4	4	4	4	4	5	4	4	33
6	5	5	5	5	5	5	5	5	40
7	5	5	5	5	3	4	4	5	36
8	5	5	5	5	5	5	4	5	39
9	5	5	5	5	5	4	5	5	39
10	5	5	5	5	5	5	4	5	39
11	5	5	5	5	4	5	4	4	37
12	5	5	5	5	4	5	4	4	37
13	5	5	5	5	5	5	4	5	39
14	5	5	5	5	5	5	5	5	40
15	5	5	5	5	5	5	4	4	38
16	5	5	5	5	5	5	5	5	40
17	5	5	5	5	5	5	5	5	40
18	4	4	4	3	4	4	4	4	31
19	5	5	4	5	4	5	5	5	38
20	4	4	3	4	3	4	4	5	31
21	5	4	3	5	4	5	5	5	36
22	5	4	5	5	5	5	5	5	39
23	5	5	1	5	5	5	5	5	36
24	5	5	5	5	5	5	5	5	40
25	5	5	5	5	5	5	5	5	40
26	5	5	5	5	5	5	5	5	40
27	4	4	4	4	4	4	4	4	32
28	4	4	4	4	4	4	4	4	32
29	4	4	4	4	4	4	4	4	32
30	5	5	5	4	2	4	4	5	34
31	5	5	5	5	5	5	5	5	40
32	5	5	5	5	4	5	5	5	39
33	5	5	5	5	5	5	5	4	39
34	5	5	5	5	4	5	5	4	38
35	5	5	5	5	4	5	5	4	38

36	5	5	5	5	5	5	5	5	40
37	5	5	5	5	4	4	5	4	37
38	5	5	5	5	4	4	5	4	37
39	5	5	5	5	4	5	5	5	39
40	5	5	5	5	4	5	5	5	39
41	5	5	5	5	4	4	5	4	37
42	5	5	5	5	4	4	5	4	37
43	5	5	5	5	4	4	5	4	37
44	5	5	4	4	4	4	5	5	36
45	5	5	5	5	4	4	5	4	37
46	5	5	5	5	5	5	5	5	40
47	5	4	3	4	3	4	3	4	30
48	4	4	1	2	3	4	3	4	25
49	5	3	3	3	3	3	4	4	28
50	5	4	3	4	3	4	3	4	30
51	4	3	4	3	5	4	2	4	29
52	4	4	1	2	3	4	3	4	25
53	5	4	3	4	3	4	3	4	30
54	5	5	5	5	4	4	5	4	37
55	4	4	4	3	4	4	4	4	31
Total	265	257	239	249	230	246	244	249	1979
Presenta ge	13,39 %	12,99 %	12,08 %	12,58 %	11,62 %	12,43 %	12,33 %	12,58 %	100,0 0%
Mean Value	4,82	4,67	4,35	4,53	4,18	4,47	4,44	4,53	
Category	Very Stron g	Very Stron g	Very Stron g	Very Stron g	Stron g	Very Stron g	Very Stron g	Very Stron g	
Total Mean	4,50								
Category	Very Strong								

Table Distribution of Environmental Involvement value in SMAN 1 Jetis:

Distribution Value	S1	S2	S3	S4	S5	S6	S7	S8	Total	Persentase
Value 1	0	0	3	0	0	0	0	0	3	0,68%
Value 2	0	0	0	2	1	0	1	0	4	0,91%
Value 3	0	2	6	4	8	1	5	0	26	5,91%
Value 4	10	14	12	12	26	27	18	26	145	32,95%
Value 5	45	39	34	37	20	27	31	29	262	59,55%
Total	55	55	55	55	55	55	55	55	440	100,00%

Respondents' Data of Environmental Reporting in SMAN 1 Jetis:

Respondents	Statement grains scores				Total
	1	2	3	4	
1	5	4	4	4	17
2	4	4	4	4	16
3	4	4	4	4	16
4	4	4	4	4	16
5	4	4	3	3	14
6	5	5	4	4	18
7	5	5	5	5	20
8	4	4	4	4	16
9	5	4	5	5	19
10	4	4	4	4	16
11	4	5	4	4	17
12	4	5	4	4	17
13	4	4	4	4	16
14	5	5	5	5	20
15	4	5	4	5	18
16	5	5	5	5	20
17	5	5	5	5	20
18	4	4	5	5	18
19	5	5	4	4	18
20	4	4	4	4	16
21	5	5	4	4	18
22	5	4	4	5	18
23	5	5	5	5	20
24	5	5	5	5	20
25	5	5	5	5	20
26	5	5	5	5	20
27	4	4	3	3	14
28	4	4	3	3	14
29	4	4	3	3	14
30	5	5	5	5	20
31	5	4	5	5	19
32	5	5	5	4	19
33	5	5	4	4	18
34	5	5	4	4	18
35	5	5	4	4	18

36	5	5	5	5	20	
37	5	5	4	4	18	
38	5	5	4	4	18	
39	5	5	4	4	18	
40	5	5	4	4	18	
41	5	4	4	4	17	
42	5	4	4	4	17	
43	5	4	4	4	17	
44	4	4	4	4	16	
45	5	4	4	4	17	
46	5	5	5	5	20	
47	4	4	3	3	14	
48	3	3	4	3	13	
49	3	3	3	3	12	
50	4	4	3	3	14	
51	2	3	3	3	11	
52	3	3	4	3	13	
53	4	4	3	3	14	
54	5	4	4	4	17	
55	4	4	5	5	18	
Total	246	241	227	226	940	
Presentage	26,17%	25,64%	24,15%	24,04%	100,00%	
Mean Value	4,47	4,38	4,13	4,11		
Category	Very Strong	Very Strong	Strong	Strong		
Total Mean	4,27					
Category	Very Strong					

Table Distribution of Environmental Reporting value in SMAN 1 Jetis:

Distribution Value	S1	S2	S3	S4	Total	Percentage
Value 1	0	0	0	0	0	0,00%
Value 2	1	0	0	0	1	0,45%
Value 3	3	4	9	11	27	12,27%
Value 4	20	26	30	27	103	46,82%
Value 5	31	25	16	17	89	40,45%
Total	55	55	55	55	220	100,00%

Respondents' Data of Environmental Auditing in SMAN 1 Jetis:

Respondents	Statement grains scores		Total
	1	2	
1	4	4	8
2	4	4	8
3	4	4	8
4	4	4	8
5	4	4	8
6	4	4	8
7	5	5	10
8	4	4	8
9	5	5	10
10	4	4	8
11	4	4	8
12	4	4	8
13	4	4	8
14	5	5	10
15	5	4	9
16	5	5	10
17	5	5	10
18	5	4	9
19	5	4	9
20	4	4	8
21	1	3	4
22	5	5	10
23	5	5	10
24	5	5	10
25	5	5	10
26	5	5	10
27	3	3	6
28	3	3	6
29	3	3	6
30	4	4	8
31	4	4	8
32	5	5	10
33	5	5	10
34	5	5	10
35	5	5	10

36	5	5	10
37	5	5	10
38	4	4	8
39	4	4	8
40	5	5	10
41	4	4	8
42	4	4	8
43	4	4	8
44	4	4	8
45	4	4	8
46	5	5	10
47	3	3	6
48	4	4	8
49	3	3	6
50	3	3	6
51	3	3	6
52	4	4	8
53	3	3	6
54	4	4	8
55	5	4	9
Total	231	229	460
Presentage	50,22%	49,78%	100,00%
Mean Value	4,20	4,16	
Category	Strong	Strong	
Total Mean	4,18		
Category	Strong		

Table Distribution of Environmental Auditing value in SMAN 1 Jetis:

Distribution Value	S1	S2	Total	Persentase
Value 1	1	0	1	0,91%
Value 2	0	0	0	0,00%
Value 3	8	9	17	15,45%
Value 4	24	28	52	47,27%
Value 5	22	18	40	36,36%
Total	55	55	110	100,00%

Appendix 4. Descriptive Statistical Test

A. ENVIRONMENTAL AWARENESS

KELAS INTERVAL

$$\begin{aligned} K &= 1 + 3,3 \log n \\ &= 1 + 3,3 \log 55 \\ &= 1 + 5,743 \\ &= 6,743 \\ &= 6 \end{aligned}$$

RENTANG DATA

$$\begin{aligned} \text{Rentang data} &= \text{nilai maksimum} - \text{nilai minimum} + 1 \\ &= 30 - 6 + 1 \\ &= 25 \end{aligned}$$

PANJANG KELAS

$$\begin{aligned} \text{Panjang kelas} &= \text{rentang data} / \text{jumlah kelas} \\ &= 25 / 7 \\ &= 3,571428571 \\ &= 4 \end{aligned}$$

IDEAL MEAN

$$\begin{aligned} MI &= \frac{1}{2} (X_{\max} + X_{\min}) \\ &= \frac{1}{2} (30 + 6) \\ &= 18 \end{aligned}$$

IDEAL STANDARD DEVIATION

$$\begin{aligned} SI &= \sqrt[1]{6} (X_{max} - X_{min}) \\ &= \sqrt[1]{6} (30 - 6) \\ &= 4 \end{aligned}$$

CATEGORIZATION

$$\begin{aligned} \text{Very Low} &= X \leq X_i - 1,8 S_{bi} \\ &X \leq 18 - 1,8 (4) \\ &X \leq 10,8 \end{aligned}$$

$$\begin{aligned} \text{Low} &= X_i - 1,8 S_{bi} < X \leq X_i - 0,6 S_{bi} \\ &18 - 1,8 (4) < X \leq 18 - 0,6 (4) \\ &10,8 < X \leq 15,6 \end{aligned}$$

$$\begin{aligned} \text{Moderate} &= X_i - 0,6 S_{bi} < X \leq X_i + 0,6 S_{bi} \\ &18 - 0,6 (4) < X \leq 18 + 0,6 (4) \\ &15,6 < X \leq 20,4 \end{aligned}$$

$$\begin{aligned} \text{Strong} &= X_i + 0,6 S_{bi} < X \leq X_i + 1,8 S_{bi} \\ &18 + 0,6 (4) < X \leq 18 + 1,8 (4) \\ &20,4 < X \leq 25,2 \end{aligned}$$

$$\begin{aligned}
 \text{Very Strong} &= X > X_i + 1,8 S_{bi} \\
 &= X > 18 + 1,8 (4) \\
 &= X > 25,2
 \end{aligned}$$

B. ENVIRONMENTAL INVOLVEMENT

KELAS INTERVAL

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 55 \\
 &= 1 + 5,743 \\
 &= 6,743 \\
 &= 6
 \end{aligned}$$

RENTANG DATA

$$\begin{aligned}
 \text{Rentang data} &= \text{nilai maksimum} - \text{nilai minimum} + 1 \\
 &= 40 - 8 + 1 \\
 &= 33
 \end{aligned}$$

PANJANG KELAS

$$\begin{aligned}
 \text{Panjang kelas} &= \text{rentang data} / \text{jumlah kelas} \\
 &= 33 / 6 \\
 &= 5,5
 \end{aligned}$$

IDEAL MEAN

$$MI = \frac{1}{2} (X_{max} + X_{min})$$

$$= \frac{1}{2} (40 + 8)$$

$$= 24$$

IDEAL STANDARD DEVIATION

$$SI = \frac{1}{6} (X_{max} - X_{min})$$

$$= \frac{1}{6} (40 - 8)$$

$$= 5,333333333$$

$$= 5,33$$

CATEGORIZATION

$$\text{Very Low} = X \leq Xi - 1,8 Sbi$$

$$X \leq 24 - 1,8 (5,33)$$

$$X \leq 14,41$$

$$\text{Low} = Xi - 1,8 Sbi < X \leq Xi - 0,6 Sbi$$

$$24 - 1,8 (5,33) < X \leq 24 - 0,6 (5,33)$$

$$14,41 < X \leq 20,80$$

$$\text{Moderate} = Xi - 0,6 Sbi < X \leq Xi + 0,6 Sbi$$

$$24 - 0,6 (5,33) < X \leq 24 + 0,6 (5,33)$$

$$20,80 < X \leq 27,20$$

$$\begin{aligned}
 \text{Strong} &= X_i + 0,6 S_{bi} < X \leq X_i + 1,8 S_{bi} \\
 &24 + 0,6 (5,33) < X \leq 24 + 1,8 (5,33) \\
 &27,20 < X \leq 33,59
 \end{aligned}$$

$$\begin{aligned}
 \text{Very Strong} &= X > X_i + 1,8 S_{bi} \\
 &X > 24 + 1,8 (5,33) \\
 &X > 33,59
 \end{aligned}$$

C. ENVIRONMENTAL REPORTING

KELAS INTERVAL

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 55 \\
 &= 1 + 5,743 \\
 &= 6,743196875 \\
 &= 6
 \end{aligned}$$

RENTANG DATA

$$\begin{aligned}
 \text{Rentang data} &= \text{nilai maksimum} - \text{nilai minimum} + 1 \\
 &= 20 - 4 + 1 \\
 &= 17
 \end{aligned}$$

PANJANG KELAS

$$\begin{aligned}
 \text{Panjang kelas} &= \text{rentang data} / \text{jumlah kelas} \\
 &= 17 / 7
 \end{aligned}$$

$$= 2,428571429$$

$$= 3$$

IDEAL MEAN

$$MI = \frac{1}{2} (X_{max} + X_{min})$$

$$= \frac{1}{2} (20 + 4)$$

$$= 12$$

IDEAL STANDARD DEVIATION

$$SI = \frac{1}{6} (X_{max} - X_{min})$$

$$= \frac{1}{6} (20 - 4)$$

$$= 2,666666667$$

$$= 2,67$$

CATEGORIZATION

$$Very\ Low = X \leq Xi - 1,8\ Sbi$$

$$X \leq 12 - 1,8 (2,67)$$

$$X \leq 7,19$$

$$Low = Xi - 1,8\ Sbi < X \leq Xi - 0,6\ Sbi$$

$$12 - 1,8 (2,67) < X \leq 12 - 0,6 (2,67)$$

$$7,19 < X \leq 10,40$$

$$\begin{aligned}
 \text{Moderate} &= X_i - 0,6 S_{bi} < X \leq X_i + 0,6 S_{bi} \\
 &12 - 0,6 (2,67) < X \leq 12 + 0,6 (2,67) \\
 &10,40 < X \leq 13,60
 \end{aligned}$$

$$\begin{aligned}
 \text{Strong} &= X_i + 0,6 S_{bi} < X \leq X_i + 1,8 S_{bi} \\
 &12 + 0,6 (2,67) < X \leq 12 + 1,8 (2,67) \\
 &13,60 < X \leq 16,81
 \end{aligned}$$

$$\begin{aligned}
 \text{Very Strong} &= X > X_i + 1,8 S_{bi} \\
 &X > 12 + 1,8 (2,67) \\
 &X > 16,81
 \end{aligned}$$

D. ENVIRONMENTAL AUDITING

KELAS INTERVAL

$$\begin{aligned}
 K &= 1 + 3,3 \log n \\
 &= 1 + 3,3 \log 55 \\
 &= 1 + 5,743 \\
 &= 6,743 \\
 &= 6
 \end{aligned}$$

RENTANG DATA

$$\begin{aligned}
 \text{Rentang data} &= \text{nilai maksimum} - \text{nilai minimum} + 1 \\
 &= 10 - 2 + 1
 \end{aligned}$$

$$= 9$$

PANJANG KELAS

$$\begin{aligned} \text{Panjang kelas} &= \text{rentang data} / \text{jumlah kelas} \\ &= 9 / 7 \\ &= 1,285714286 \\ &= 1,5 \end{aligned}$$

IDEAL MEAN

$$\begin{aligned} MI &= \frac{1}{2} (X_{\max} + X_{\min}) \\ &= \frac{1}{2} (10 + 2) \\ &= 6 \end{aligned}$$

IDEAL STANDAR DEVIASI

$$\begin{aligned} SI &= \frac{1}{6} (X_{\max} - X_{\min}) \\ &= \frac{1}{6} (10 - 2) \\ &= 1,3333333 \\ &= 1,33 \end{aligned}$$

CATEGORIZATION

$$\begin{aligned} \text{Very Low} &= X \leq X_i - 1,8 S_{bi} \\ &= X \leq 6 - 1,8 (1,33) \\ &= X \leq 3,61 \end{aligned}$$

$$\begin{aligned}
 \text{Low} &= X_i - 1,8 S_{bi} < X \leq X_i - 0,6 S_{bi} \\
 &6 - 1,8 (1,33) < X \leq 6 - 0,6 (1,33) \\
 &3,61 < X \leq 5,20
 \end{aligned}$$

$$\begin{aligned}
 \text{Moderate} &= X_i - 0,6 S_{bi} < X \leq X_i + 0,6 S_{bi} \\
 &6 - 0,6 (1,33) < X \leq 6 + 0,6 (1,33) \\
 &5,20 < X \leq 6,80
 \end{aligned}$$

$$\begin{aligned}
 \text{Strong} &= X_i + 0,6 S_{bi} < X \leq X_i + 1,8 S_{bi} \\
 &6 + 0,6 (1,33) < X \leq 6 + 1,8 (1,33) \\
 &6,80 < X \leq 8,39
 \end{aligned}$$

$$\begin{aligned}
 \text{Very Strong} &= X > X_i + 1,8 S_{bi} \\
 &X > 6 + 1,8 (1,33) \\
 &X > 8,39
 \end{aligned}$$

Appendix 5 Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

A. Identitas Sekolah

Satuan Pendidikan : SMA N 2 Banguntapan
Mata Pelajaran : Bahasa Indonesia
Kelas/Semester : X/1
Alokasi Waktu : 2x45 menit

B. Standar Kompetensi

8. Mengungkapkan pikiran dari perasaan cinta lingkungan melalui kegiatan menulis puisi

C. Kompetensi Dasar

8.2 Menulis puisi baru dengan memperhatikan pilihan kata, paduan kata, dan paduan bait

D. Indikator

- Menulis puisi baru dengan tema “lingkungan yang sehat, bersih, dan indah”
- Menulis puisi dengan tema yang telah ditentukan dengan memperhatikan pilihan kata, paduan kata, perpaduan bait.
- Menyunting puisi baru dengan tema “”lingkungan yang sehat, bersih, dan indah” yang dibuat teman

E. Tujuan Pembelajaran

Melalui pembelajaran penulisan puisi cinta lingkungan yang sehat, bersih, dan indah siswa dapat :

- Memilih kata-kata yang indah untuk menciptakan puisi dengan tema lingkungan yang sehat, bersih, dan indah.
- Menciptakan sebuah puisi yang indah dengan tema cinta lingkungan yang sehat, bersih, dan indah.
- Menciptakan puisi yang isinya mempengaruhi pembaca atau pendengar agar menciptakan lingkungan yang sehat, bersih, dan indah.
- Memberikan penilaian puisi yang dibuat teman

F. Metode Pembelajaran

Ceramah, diskusi, tugas mandiri

G. Materi Pokok

Puisi cinta lingkungan yang sehat, bersih, dan indah (terlampir)

H. Sumber dari Media Pembelajaran

- Buku kumpulan puisi
- Buku Aktif dan Kreatif Berbahasa Indonesia untuk Kelas X SMA/MA. Penerbit Aneka Ilmu, Jakarta

I. Langkah-langkah Pembelajaran

Kegiatan	Langkah-langkah Kegiatan	Karakter yang Dikembangkan
Pendahuluan	A. Orientasi <ul style="list-style-type: none"> • Guru mengabsen siswa • Guru memeriksa buku pelajaran yang harus dipelajari siswa 	Bersih, tata tertib, Disiplin
	B. Apersepsi <ul style="list-style-type: none"> • Apa yang bisa Anda rasakan apabila lingkungan sekolah 	Kreatif, Mandiri, Rasa ingin tahu

Kegiatan Inti	<p>a. Siswa mendengarkan informasi dari guru</p> <p>b. Siswa menentukan tema puisi tentang cinta lingkungan yang sehat, bersih, dan indah.</p> <p>c. Siswa membuat puisi dengan tema yang telah ditentukan</p> <p>d. Siswa memberi penilaian atau memperbaiki puisi tentang cinta lingkungan yang sehat, bersih, dan indah yang dibuat teman.</p>	<p>Kerja keras, Kreatif, Rasa ingin tahu, Mandiri.</p>
Penutup	<p>A. Kesimpulan</p> <p>Guru memberikan kesimpulan berdasarkan materi yang telah disampaikan dan dipelajari.</p> <p>Kesimpulannya, Melalui karya sastra yaitu puisi kita bisa mengajak orang lain untuk menciptakan dan mencintai lingkungan yang sehat, bersih, dan indah.</p> <p>B. Penilaian proses</p> <ul style="list-style-type: none"> • Buatlah puisi tentang lingkungan yang sehat, bersih, dan indah. • Ceritakan puisi yang Anda buat • Tuliskan amanat yang terkandung dalam puisi tersebut 	<p>Kerja keras, Rasa ingin tahu, Kerja sama.</p> <p>Kerja keras, Rasa ingin tahu, Mandiri.</p>

	<p>C. Tindak lanjut</p> <ul style="list-style-type: none"> • Carilah di internet, puisi yang bertemakan tentang lingkungan yang bersih dan indah. • Sampaikan isi puisi tersebut di depan kelas 	<p>Kerja keras, Rasa ingin tahu, Mandiri.</p>
--	---	---

J. Penilaian

Jenis ulangan : tugas mandiri

Bentuk soal : uraian

Mengetahui,
Kepala SMAN 2 Banguntapan


Bantul, Maret 2014

Guru Mata Pelajaran

Ngadiya, S.Pd.
NIP. 19660429 198902 1 003

Sumartini, S.Pd.
NIP. 19601213 200003 2 001

Appendix 6. Research Lisence

**PEMERINTAH KABUPATEN BANTUL**
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(B A P P E D A)
Jln. Robert Wolter Monginsidi No. 1 Bantul 55711, Telp. 367533, Fax. (0274) 367796
Website: bappeda.bantulkab.go.id Webmail: bappeda@bantulkab.go.id

SURAT KETERANGAN/IZIN
Nomor : 070 / Reg / 4602 / S1 / 2016

Menunjuk Surat : Dari : FAKULTAS EKONOMI UNY Nomor : 2238/UN34.18/LT/2016
Tanggal : 13 Desember 2016 Perihal : Ijin Penelitian

Mengingat : a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Organisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;
b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;
c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.


Diizinkan kepada
Nama : **LISA NURFATMAWATI**
P. T / Alamat : **FAKULTAS EKONOMI UNY
KARANGMALANG YOGYAKARTA 55281**
NIP/NIM/No. KTP : **3402034412940001**
Nomor Telp./HP : **089678440205**
Tema/Judul Kegiatan : **IMPLEMENTATION OF SCHOOL SOCIAL RESPONSIBILITY (SSR)
IN SMA NEGERI 2 BANGUNTAPAN AND SMA NEGERI 1 JETIS
KABUPATEN BANTUL**
Lokasi : **SMA Negeri 2 Banguntapan Dan SMA Negeri 1 Jetis**
Waktu : **14 Desember 2016 s/d 28 Februari 2017**

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;
2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;
3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;
4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;
5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;
6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan
7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 14 Desember 2016

A.n. Kepala,
Kepala Bidang Data Penelitian dan
Pengembangan, u.p. Kasubbid. DSP


Ir. Edi Purwanto, M.Eng
NIP.196407101997031004

Tembusan disampaikan kepada Yth.

1. Bupati Kab. Bantul (sebagai laporan)
2. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Menengah dan Non Formal Kab. Bantul
4. Ka. SMA Negeri 2 Banguntapan, Bantul
5. Ka. SMA Negeri 1 Jetis
6. Dekan Fakultas Ekonomi UNY
7. Yang Bersangkutan (Pemohon)



DINAS PENDIDIKAN MENENGAH DAN NON FORMAL

SMA NEGERI 2 BANGUNTAPAN

Glondong Wirokerten Banguntapan Bantul Yogyakarta 55194 Telp. 4537322

website :<http://sma2banguntapan.sch.id> email:sman2banguntapan@gmail.com

SURAT KETERANGAN

Nomor : 070 / 315 / BNG.A.01

Yang bertanda tangan dibawah ini, Kepala Sekolah SMA Negeri 2 Banguntapan, Bantul menerangkan dengan sesungguhnya bahwa :

Nama : LISA NURFATMAWATI
NIM : 13803241009
Program studi : Pendidikan Akuntansi
Perguruan Tinggi : Universitas Negeri Yogyakarta (UNY)

benar-benar telah melaksanakan Penelitian di SMA Negeri 2 Banguntapan, Bantul untuk melengkapi Penulisan Skripsi dengan judul:

"Implementation of School Social Responsibility (SSR) in SMA Negeri 2 Banguntapan and SMA Negeri 1 Jetis Kabupaten Bantul"

Pelaksanaannya tanggal 16 Desember 2016 sampai tanggal 12 Januari 2017

Demikian surat keterangan ini dibuat, agar dapat digunakan sebagaimana mestinya.

Banguntapan, 12 JAN 2017
Kepala Sekolah

NGADYAN, S.Pd
NIP. 19660427 198902 1 003



PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
DINAS PENDIDIKAN PEMUDA DAN OLARAGA
SMA NEGERI 1 JETIS

Jalan Imogiri Barat Km.11 Kertan Sumberagung Jetis Bantul Yogyakarta 55781 Telp.0274-2810161
Email : jesabayo@gmail.com

SURAT KETERANGAN

Nomor : 422 / 016 / JET.A.01/2017

Kepala Sekolah Menengah Atas Negeri 1 Jetis Kabupaten Bantul, menerangkan :

Nama : LISA NURFATMAWATI
Mahasiswa : Fakultas Ekonomi UNY
NIM : 13803241009
Tema / Judul : "IMPLEMENTATION OF SCHOOL SOCIAL RESPONSIBILITY
(SSR) IN SMA NEGERI 2 BANGUNTAPAN AND SMA NEGERI
1 JETIS KABUPATEN BANTUL"
Lokasi : SMA N 1 Jetis Bantul
Waktu : 16 Desember 2016 s/d 12 Januari 2017
Keterangan : Telah melaksanakan penelitian

Dengan guru Pembimbing Penelitian sebagai berikut:

No	Nama	NIP	Pangkat/Gol	Jabatan
1	Dra. Juweni	19620604 198803 2 003	Pembina / IV/a	Guru Madya

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya, kepada yang berkepentingan harap menjadi periksa.



Jetis, 12 Januari 2017

Drs. HERMAN PRIYANA
NIP. 19570511 198603 1 001